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ABSTRACT

This handbook provides guidelines for orienting kindergarten through eighth grade students to school libraries and media centers. Included are units covering: (1) orientation and care of materials; (2) parts of a book; (3) card catalog, classification, and arrangement; (4) research and reference; (5) magazines and the Readers Guide; (6) non-print materials; and (7) creative activities. For each unit, instructional objectives are written for different grade levels, instructional activities are suggested, and a bibliography is included. For some lessons, detailed lessons and sample worksheets are provided. (EMH)

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ED125652

HANDBOOK FOR ELEMENTARY LIBRARY-MEDIA INSTRUCTION

DEVELOPED BY THE SCHOOL DISTRICT LIBRARY SUPERVISORS
OF CONTRA COSTA COUNTY

Revised Edition - 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Floyd I. Marchus
Contra Costa County Superintendent of Schools

Walter H. Harris, Coordinator
Instructional Materials and Library Services
Educational Media Services, 2371 Stanwell Drive, Concord, CA 94520

IR 003742

PREFACE

The school library/media center is an integral part of the educational program of the school. Therefore responsibility for the development of a library/media center program and for guiding students in its use must be shared by teachers, librarians, and administrators.

Basic study and reference skills are best taught to immediate needs. Teachers assume a great share of responsibility for reinforcing the skills presented by the library/media staff. Follow up activities are best reinforced on an individual basis.

This handbook is designed as a guide for library/media center instruction and enrichment activities.

It is hoped that teachers, administrators and librarians will find the handbook helpful.

REVISION TEAM

Recognition of those people most closely involved in the extensive revision resulting in this new Handbook for Elementary Library/Media Instruction, in no measure, repays them for the hours of work required to write, discuss, revise and edit the materials recorded in this document.

Suffice it to say, we owe a debt of gratitude to:

Karlyn Ford
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Gail Landis
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and

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Educational Media Services
Contra Costa County Sup't of Schools

SCHOOL LIBRARY BILL OF RIGHTS

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

(Approved by American Association of School Librarians Board of Directors, Atlantic City, 1969).

HOW TO USE THIS HANDBOOK

The table of contents consists of a chart of library skills and the grades at which it is recommended the skills be taught. The units are arranged in the handbook in the order in which they are listed on the chart.

The sections on classification and cataloging are located in the same area and are broken down by grade level. Not all of the other areas indicate specific grade levels. A brief bibliography of selected materials accompanies each section.

As in any subject where guides are available, this handbook is merely a framework in which to work. Materials or topics may be initiated earlier or later than indicated on the chart. Units may be expanded or limited in depth to accommodate the needs of the children.

The central library office has the education function of providing consultant services. Feel free to contact your school or district librarian for suggestions in teaching and for information regarding available materials.

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LIBRARY

I. ORIENTATION AND CARE OF MATERIALS	K	1	2	3	4	5	6	7	8
Library citizenship	I	B	B	R	R	R	R	R	R
Location of materials	I	B	B	B	B	R	B/R	B/R	R
Care of library books	I	B	B	R	R	R	R	R	R
Enjoyment of reading	I	B	B	B	B	B	B	B	B
Circulation procedures		I	B	B	R	R	B/R	B/R	R
II. PARTS OF BOOKS									
Illustrations	I	B	B	B	R	R	R	R	R
Cover and spine		I	B	B	R	R	R	R	R
Title page		I	B	B	B	R	R	R	R
Table of contents		I	B	B	R	R	R	R	R
Preface					B	B	R	R	R
Copyright					B	B	R	R	R
Introduction				B	B	B	B	R	R
Bibliography					B	B	B	B	R
Appendix					B	B	B	B	R
Glossary				B	B	B	B	B	R
Index					B	B	B	R	R

I = Introduction
B = Basic skill taught
R = Reinforcement & application of skill

III. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT	K	1	2	3	4	5	6	7	8
Alphabetical order			I	B	B	R	R	R	R
Fiction and non-fiction				I	B	B	R	R	R
Shelf labels and arrangement				I	B	B	R	R	R
Dewey decimal system					I	B	B	R	R
Tray labels and guide cards					I	B	R	R	R
Catalog cards					I	B	R	R	R
Subjects					I	B	R	R	R
Relation of call no. to locating books					I	B	B	R	R
Cross reference						B	B	B	R
Contents of card						B	B	B	R
IV. RESEARCH AND REFERENCE									
A. DICTIONARIES									
Location				I	B	R	R	R	R
Use of classroom dictionaries		I	B	B	R	R	R	R	R
Alphabetical order			I	B	B	R	R	R	R
Guide words, tabs					I	B	B	R	R
Unabridged and abridged						I	B	B	R
Appendix						I	B	B	B
B. ENCYCLOPEDIAS									
Alphabetical order			I	B	B	R	R	R	R
Location				I	B	R	R	R	R
Index volumes, cross references					I	B	R	R	R
Comparisons						I	B	B	B

	K	1	2	3	4	5	6	7	8
C. SPECIAL REFERENCE MATERIALS									
Location and use (as needed)					I	B	B	B	B
Vertical file materials					I	B	B	B	R
V. MAGAZINES & READERS GUIDE									
Location				I	B	R	R	R	R
Care in handling				I	B	R	R	R	R
Circulation				I	B	R	R	R	R
Source of current information				I	B	R	R	R	R
Scope, important departments							B	B	R
Reader's guide to periodical literature								B	B

VI. NON-PRINT MATERIALS

VII. CREATIVE ACTIVITIES

ORIENTATION AND CARE OF MATERIALS

Objectives

I. A. To teach proper library citizenship.

1. Enter and leave library/media center quietly and in orderly manner.
2. Observe the rights of others.

B. To teach location of materials.

1. Location and appropriate use of library materials.
2. Recognize similarity of organization in all libraries.

Activities

1. Selection of materials to enjoy.
2. Selection of materials to fulfil an assignment.
3. Visit the public library.

Objectives

II. A. To teach proper handling of library materials.

1. Have clean hands when using materials.
2. Keep food away from library materials.
3. Open a book properly being careful not to break its spine.
4. Turn pages carefully by the upper right hand corner, with dry hands and starting at the front of the book.
5. Hold the book away from the body keeping the edges free from rubbing against clothing when turning the pages.
6. Remove a book from the shelf by the center back instead of the top of the spine.
7. Return the book to the proper place according to the directions of the librarian.
8. Avoid creasing or bending the corners of the pages.
9. Keep books and other materials in a clean, dry place, out of reach of small children and pets.
10. Keep pencils, pens and crayons away from materials, being careful not to mark the materials when taking notes.
11. Avoid tracing of library materials.
12. Select and care for other print materials - magazines, pamphlets, etc. - with the same care given to books.

B. Audio-Visual materials and equipment.

1. Teach proper handling of equipment and materials. Recommended that manufacture's directions be reviewed frequently.
2. Be sure equipment is placed securely on an adequate support.
3. Return equipment with proper accessories, attachments, cases or covering to its storage area.

4. Use the equipment for the purpose for which it was intended. Be sure film, tape, record, etc., is used on the proper machine and at the proper speed.
5. Handle records from the edges only. Records should be kept in protective jackets when not in use. Return to proper place, standing on edge.
6. Phonograph needle should be placed directly on the record, not scraped across. Be sure to secure arm before storing phonograph.
7. Be certain correct loading procedure is known and followed for all equipment.
8. If projector is equipped with a fan only switch, allow bulb to cool slowly, for longer life.
9. Handle film by ends or edges only.
10. Avoid scratching or scraping of glass or plastic elements.
11. Avoid bending or twisting headphones and wires attaching items.
12. Be sure battery operated equipment is turned off when not in use.
13. Be sure to locate proper outlet when inserting jacks.

Activities

1. Student and teacher demonstrations of each type of equipment available for student use.
2. Use puppet to demonstrate proper handling of library material.
3. Skits done by children.

Objectives

III A. To teach circulation procedures.

1. Teach how to borrow and return materials.
2. Show how to sign full name and room number legibly on circulation card.
3. Legible date due stamped on card and book.
4. Leave circulation card in library.

Activities

1. Student instructors.
2. Demonstration of proper methods.
3. Puppets and skits.
4. Slide shows, 8mm film or video tape prepared to show procedures.

BIBLIOGRAPHY FOR ORIENTATION AND CARE OF MATERIALS

BOOKS:

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Cleary, Florence Damon. *Discovering Books and Libraries*. Wilson, 1966.

Colon Eileen. *Books Lead the Way.* Scarecrow, 1964.

Foley, Doris. *Library Environment*. Educational Media Services, Contra Costa County, CA 1967.

How to Use the Library and Media Center. Gaylord, 1970.

Landman, Juanita M. *A Teacher's Guide to the Elementary School Library*. Denison, 1974.

Mott, Carolyn. *Children's Book on How to Use Books and Libraries*. Scribner, 1968.

Palovic, Lora. *The Elementary School Library in Action*. Parker, 1968.

Santa, Beauel M. *How to Use the Library*. Pacific, 1966.

Shor, Pekay. *Libraries and You*. Prentice, 1964.

Voight, Virginia Frances. *I Know a Librarian*. Putnam, 1966.

CHARTS:

Using Your Library. Instructor, 1965.

SILENT FILMSTRIPS:

Taking a Trip with a Book. Miller-Brody, 1968.

Using Books Efficiently. Pacific, 1960.

A Visit to the Library. Troll, 1969.

SOUND FILMSTRIPS:

Glad Book, Sad Book. Long Filmstrip Service, n.d.

Introduction to the Library. Warren Schloat, 1969/70.

SOUND FILMSTRIPS (Con't)

Library Media Center. ACI, 1973.

Media: Resources for Discovery. Encyclopedia Britannica, 1974.

Quickwick: Your Library Guide. Spoken Arts, 1973.

Using the Elementary School Library. SVE, 1968.

Using the Library Instructional Materials Center Effectively. Creative Visuals, 1970.

Using Today's Library. Eye Gate, 1972.

16mm FILMS:

Libraries are for Sharing. Portafilms, 1965.

PARTS OF A BOOK --- Primary Grades

Objectives

I. To teach parts of books and their location.

A. To familiarize students with different parts of a book such as:

1. Cover and spine.
2. Title page.
3. Illustrations.
4. Table of contents.
5. Introduction - grade 3.
6. Glossary - grade 3.

Activities

1. Introduce the location, contents, and uses of the parts mentioned above.
2. Children may select a favorite illustration and tell why they like it best.
3. Make up a title and draw an illustration for that title.

B. To teach primary students how to locate information in books.

Activities

1. Locate and count the number of times, other than the title page, the title can be found.
2. Ask students to locate illustrations from books and compare. Discuss qualities.
3. Students may take turns in finding one of the parts (listed above) in any of the books in the classroom.

PARTS OF A BOOK — Grades 4, 5, & 6

Objectives

I. To teach the parts of a book.

A. To review parts of a book taught in the primary grades.

Activities

1. In your daily schedule plan for experiences in identifying parts of a book, especially the index.
2. In teaching the index have one student call out a topic he finds in the index of a textbook and the rest of the class find the page reference.

B. To teach all parts of a book as to their location, contents, purpose, arrangement, differences, importance and uses.

Activities

1. Have each student bring a non-fiction book to class or use a text and make a report in which he shows each of the parts you select.
2. Drill in finding information. Use appropriate parts and list the pages on which the information appears.
3. Use lessons in language textbooks on the parts of a book.
4. Divide class into committees with a chairman for each. Each committee select a student's story or a magazine article. Prepare this as if it were a complete book by one member writing a title page, another the table of contents, etc.

C. To help students develop a taste for books with superior format.

Activities

1. Compare books from home with books in library binding.
2. Discuss and study illustrations from several books and make a list of desirable qualities of illustrations.
3. Have your class select a title for a book. Each student writes a section. A short essay could be used for the text. Make it look like a book including cover, title page, table of contents, index, bibliography, charts illustrations, etc.

PARTS OF A BOOK —— Grades 7 & 8

Objectives

I. To teach parts of books and their use.

A. To teach the parts of books for more effective use of texts and reference books

Activities

1. Read through an introduction to find out how it gives you a better understanding of the book.
2. Discuss for understanding the table of contents, index and bibliography.

B. To develop habits of using the index, table of contents, list of illustrations, list of maps, list of diagrams, appendices, introduction, preface, bibliographies, etc.

Activities

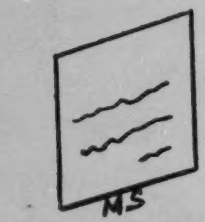
1. Review parts of the book with emphasis on:

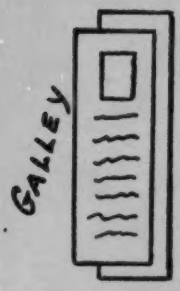
   a. Frontispiece
   b. Dedication
   c. Introduction or forward
   d. Appendix
   e. Glossary
   f. Bibliography

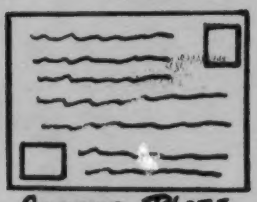
2. Study different types of indexes in the class texts. Index simple books that have no index.
3. Continue drill in the use of book indexes by:

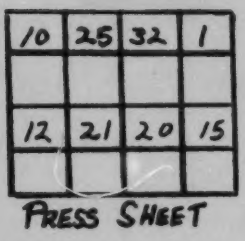
   a. Finding the most important reference under a topic, to follow subdivisions of a subject, and to use cross-references.
   b. Acquiring a skill in selecting key words when looking up a topic.
   c. Forming the habit of thinking of alternative words or phrases when the word under which they first looked yielded no information.

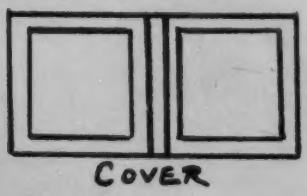
4. Compile dedications from many books and/or write dedications for books familiar to the students.
5. Have students try to judge a book without reading it by carefully examining its various parts such as: author's name, copyright date, preface, table of contents, and illustrations.
6. Ask for volunteers to report on how a copyright is obtained in the United States.
7. Prepare talks of compositions on "Copyrighting" or "How to judge a book without reading it".

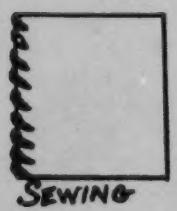












HOW A BOOK IS MADE

I. The author sends his manuscript to a publisher. If the publisher accepts it, the author is notified of the good news.

II. The editor and designer at the publishing house decide what size and shape the book will be, as well as the size type to be used.

III. The complete story is run off on "galleys" - long strips of paper. This is only a working copy of the book, not the final book.

IV. A "proof-reader" reads the galleys to find errors in spelling, punctuation and incorrect grammar. The author also receives a galley for final changes in the text. When the galleys are completely checked - the book is ready to go to press.

V. The story is then typed by a linotype operator, and the lines of type are pressed into copper plates for the printing press. The pictures are put on metal plates also.

VI. The printing press, - large sheets, anywhere from 4 to 64 pages, are run off rapidly for the sections of a book. Sometimes a large "press sheet" will end up to be a whole book.

VII. The large "press sheet" is then cut into "signatures" which are folded sections of a book. The signatures are folded. The signatures are gathered into a book.

VIII. Meanwhile the cover, or "case" of the book is being made in another part of the printing plant. The cardboard covers are glued to a cloth cover and stamped with letters for the title and author.

IX. The "insides" of the book are sewn and stapled. The book is squeezed" so the insides will be flat together. The edges of the pages are cut so they are even.

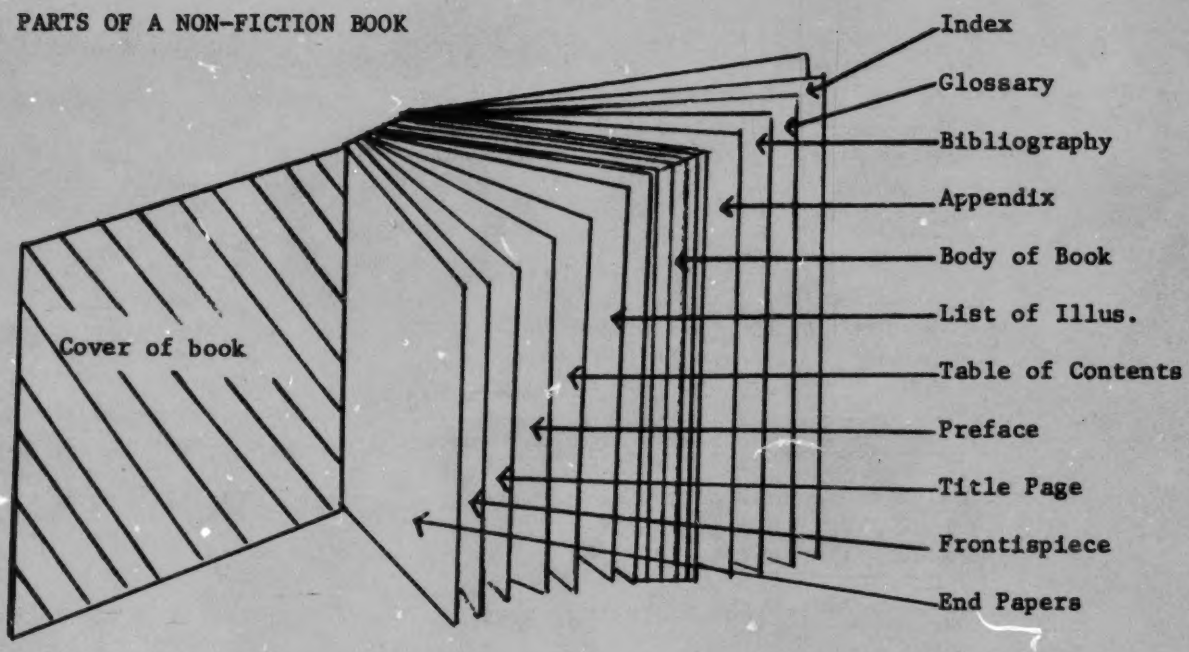
X. The cover, or "case" is glued to the end papers of the body of the book. The book is squeezed again overnight to give it its final shape. The whole process to print about 10,000 copies of a book may take 4 months.

XI. The book is now ready to be sent to the bookstores and libraries.

FOR YOU TO READ!

THE BOOK

PARTS OF A NON-FICTION BOOK



Because non-fiction books serve many purposes, it is important to know how to use them effectively. You can save much time in using books and locating information if you know the general plan according to which most non-fiction books are organized. Most non-fiction books contain the following parts, usually in the order given:

1. End papers - these reinforce the binding of book to pages of book. One-half is pasted to cover, the other is free.
2. Frontispiece - an illustration on the page opposite the title page.
3. Title page gives:
    a. title or name of book
    b. name of author of book
    c. name of person who illustrated the book
    d. name of publisher
    e. place of publication
    f. date book was printed (not always given)

4. Copyright page is usually on the reverse side of the title page. It tells who copyrighted the book and when. Do not confuse the copyright date with the date of publication. The copyright date is a clue to the recency of the material in the book. It is especially important in the case of history and science books.

5. Preface gives the author's or editor's personal comments about the book or the information it contains. Sometimes the words Foreward or Introduction are used instead of the term Preface.

6. Table of Contents lists the chapters or sections of the book in the order in which they occur in the book. From the Table of Contents you get an outline of the material covered by the book.

7. List of illustrations lists the charts, plates, diagrams, illustrations, maps, etc. It saves you the trouble of thumbing through the whole book to find the illustrations or plate you want.

8. Body of book is the main part of the book. The sole purpose of the other parts of the book is to help you use this part more effectively and intelligently.

9. Appendix is a section of supplementary information, not essential to the Body of the book, but too important to omit. It includes such things as charts, graphs, statistics, tables of dates, etc.

10. Bibliography is a list of books or other materials (magazine articles, films, etc.) related to the subject of the book. These references are often useful in running down supplementary information.

11. Glossary - a small dictionary of terms or words used in the book arranged in alphabetical order; this glossary is usually in the back of the book.

12. Index lists all the important topics, names and terms discussed in the book.

It is arranged alphabetically and gives the page or pages on which each topic is found. Turn to the index to find if the book contains information about a specific subject or item.

A book may also contain other parts which help us to use it more effectively. Other parts a book might contain are:

a. dedication

b. acknowledgments

c. footnotes

SOME INTERESTING AND USEFUL PARTS OF A BOOK

The TITLE PAGE in a book tells the title, author, illustrator, and other data about the book. It often gives the position held by the author. It tells where and by whom the book was published.

Sometimes there is a picture before the title page called the FRONTISPIECE.

The TABLE OF CONTENTS lists the material in the book in the order in which it is to be found. The page numbers for each item is given.

Sometimes there is a separate page showing on which pages to find the illustrations. This is called a LIST OF ILLUSTRATIONS.

Did you know that stories, poems, music, monuments and statues are often dedicated to important people. If a book is dedicated to someone, the DEDICATION is found near the front.

Sometimes the author writes a PREFACE for his book. In it he may explain why he wrote the book, how long it took, why a dedication is made, and thank those who helped in various ways. Sometimes these ACKNOWLEDGEMENTS to those who helped the author are placed on a separate page.

The FORWARD is written by someone other than the author. Sometimes this is someone who is prominent in the subject field of the book and includes the purpose and evaluation this persons sees in the book. The preface and forward often help the reader better understand the book.

An author often tells you the most interesting or the most important thing about a subject and hopes that you will want to read more of the subject in other books. Maybe you have seen a list of other books to read at the end of a chapter or at the end of a book. A list of books about a subject is called a BIBLIOGRAPHY.

The INDEX is placed in the back of the book. It lists the materials and subjects in the book in alphabetical order, showing on what pages you will find each item.

Sometimes an index shows you how to pronounce some of the more difficult words. This type is called a PRONOUNCING INDEX.

A few books have a list of the more difficult words with their meanings and "helps" to pronounce them. This pronouncing list with the meanings is known as a GLOSSARY. It is really a "little dictionary". Some books have the pronunciations and meanings given in the body or main part of the book.

The APPENDIX (or APPENDICES) is composed of notes, tables, charts, etc., added at the end of a book. These provide additional details for those readers especially interested in the information but not essential to the general reading of the book.

Many books, such as geography and history books (and other non-fiction books), have what is known as REFERENCE MATERIALS. Reference materials include maps, boat routes, capitols of states, the population of large cities, graphs, a list of the largest cities in the world, the imports and exports of a country, and the like.

BE SURE YOU CAN FIND AND KNOW THE PURPOSE OF EACH OF THE FOLLOWING:

frontispiece

title page

preface

foreward

dedication

table of contents

list of illustrations

index

pronouncing index

glossary

appendix

bibliographies

reference materials

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Worksheet

NAME_____

PARTS OF A BOOK

I. Non-Fiction Book

A. Author

Title

Place of publication

Publisher

Copyright date

B. Author

Title

Place of publication

Publisher

Copyright date

II. Fiction Book

A. Author

Title

Place of publication

Publisher

Copyright date

B. Author

Title

Place of publication

Publisher

Copyright date

Worksheet

PARTS OF A BOOK

Textbook	Title	Copyright	Preface	Table of Contents	Glossary	Appendix	Index
Language							
Spelling							
Reading							
Music							
Social Studies							
Mathematics							
Science							

Work Sheet

PARTS OF THE BOOK

Choose a book of non-fiction and answer the following questions about it:

1. What is the title?_____
2. Who is the author?_____
3. By whom was it published?_____
4. Where was it published?_____
5. When and by whom was it copyrighted?_____
6. Does it have an introduction, preface, or foreward?_____
7. How many chapters are there in the book?_____
8. Is there a list of plates or illustrations?_____
9. How many pages are there in the book?_____
10. Is there an appendix?_____
11. Is a bibliography included? If so, where is it found?_____

    _____
12. Is there a glossary?_____
13. If you wanted to find a specific topic, how would you locate it quickly in the book?_____
14. Where is the index found?_____

Worksheet

PARTS OF A BOOK

A. Dust jacket
B. Blurb
C. Binding
D. End papers
E. Spine
F. Frontispiece
G. Title page
H. Copyright page
I. Preface
J. Table of contents
K. Introduction
L. Body
M. Appendix
N. Glossary
O. Index

Answer the questions below by filling in the correct letter from the above list:

IN WHAT PART OF A BOOK WOULD YOU LOOK . . .

1. To find the meaning of a technical or foreign word?

2. To find maps, diagrams, or designs which are sometimes covered by the card pocket, date stamp, and library name stamp?

3. To learn how up-to-date the book is?

4. To find out how the book is arranged?

5. To see the call number?

6. To determine whether there is any information about a certain person or subject?

7. To see its brightly printed paper cover?

8. To read the author's reasons for writing the book?

9. To find a completely blank page?

10. To see an illustration opposite the title page?

11. To read the publisher's description of the book?

12. To find the full title, publisher, and place of publication?

13. To be introduced to the book by a friend of the author, the editor, an expert on the subject, or other interested person?

14. To find extra information not a part of the main text?
(Example: a map, a chart, or a table not in the main part of the book).

15. To read the main part of the book?

Worksheet

EXERCISE ON PARTS OF A BOOK

Name_____

Teacher_____

Grade_____

A. Put check mark before the statement or group of words which best completes the sentence.

1. The section in front of a book giving the author's reason for writing it is called the:

_____a) appendix
_____b) index
_____c) introduction

2. The guide to the date of the content of books is called:

_____a) imprint
_____b) copyright date
_____c) publication date

3. The quickest way to find the page on which a certain topic appears in a book is through:

_____a) the appendix
_____b) the index
_____c) the table of contents

4. An unabridged dictionary is:

_____a) a selected list of important names
_____b) a dictionary of proper names
_____c) a dictionary including approximately all the words in the language

5. All of the following examples are examples of call numbers except: (Check in a, b, c, or d)

_____a) c1949 _____b) 520 Ma _____c) R 030 Co _____d) 921 Ca

6. The classification number on the back of a book is the symbol of:

_____a) the subject _____b) the title _____c) the price

7. Individual biography is arranged alphabetically by:

_____a) author
_____b) title
_____c) person written about

8. A bibliography is

_____a) a list of references
_____b) a debate
_____c) a life of a person

9. You can look a book up in the card catalog by:

_____a) call number _____b) subject _____c) publisher

10. When looking for a word in a dictionary, look first at:

_____a) the page numbers
_____b) the guide words at the top of each page
_____c) the columns of words

11. The person held responsible for taking care of and returning each library book borrowed is:

_____a) the teacher
_____b) the librarian
_____c) the person who signs his name to the book card

12. The quickest way to find out whether the book entitled Lassie Come Home is in the library is to look in the card catalog drawers marked:

_____a) Co-Di _____b) Ko-Ma _____c) Ea-Fo

13. To find the title of a book written by Sir James Barrie, look in the card catalog under:

_____a) James _____b) Sir _____c) Barrie

14. Fiction is arranged alphabetically on the shelf by:

_____a) author _____b) subject _____c) title

B. Select from the following group of expressions the one which best fits the sentences below:

non-fiction	index	atlas
card catalog	title	call number
alphabetical	year books	fiction
publisher	copyright date	gazetteer
subject	Dewey Decimal	magazines
dictionary	numerical	encyclopedia
title page	reference	autobiography
almanac	author	
biography	cross-reference	

1. An_____ is a book of maps and geographical information.

2. The _____ is a list of geographical names with information about each.

3. A _____ book is one dealing with facts.

4. Non-Fiction books are arranged in _____ order.

5. Readers' Guide to Periodical Literature is an index to _____.

6. To find the correct pronunciation of a word look in a _____.

SUBJECT BIBLIOGRAPHY

BIBLIOGRAPHY - A list of the writings of an author or a list of the writings about a person, place or subject. These include books, pamphlets, periodical (magazine) articles. Biblio comes from the Greek language and means "book"; Graph, also, comes from the Greek and means" that which is written". Today many nonbook materials are included in bibliographies; films, filmstrips, slides, pictures, models and records.

Any good research starts and ends with bibliographies. A bibliography should be included in each written report. A simple but adequate bibliography includes this information: author, title, publisher, date of publication, and pages for each book and pamphlet; author, title of article, name of periodical, month and year of issue and paging for each periodical article. The date of a book or periodical article is of great importance particularly in the areas of science and international affairs.

* * * * * * * * * * * *

It is always desirable to use 3 x 5 cards or separate sheets of paper as your bibliography grows. It is much easier, then, to keep an alphabetical listing of your sources, and titles can be added or subtracted as you wish.

SAMPLE BIBLIOGRAPHY ON ALASKA
- CARD FORM -

ALASKA (Title of bibliography) card 1	Adams, Ben Alaska: the big land. New York, Hill and Wang, 1959. (Entire book about Alaska) card 2
McGuire, Edna Our free nation. New York, Macmillan, 1959, pp. 507-510. (Part of book about Alaska) card 3	Allen, L.B. "Alaska" World Book Encyclopedia, 1975, vol. 1, pp. 270-289. (Encyclopedia article) card 4

Think about this question, "Why should a bibliography be a part of each class report?"

BASIC FORMS FOR BIBLIOGRAPHIC ENTRY

A. BOOKS

Gardner, Martin. Science Puzzlers. New York, Viking Press, 1960.

B. MAGAZINE ARTICLES (PERIODICALS)

1. With author:

Thurber, James. "The Porcupines in the Artichokes," Atlantic, vol. 204 (Oct. 1959), pp. 35-37.

Without author:

"We Love You California," Look, vol. 23 (Sept. 29, 1959), pp. 99-102.

C. NEWSPAPERS

San Francisco Examiner, March 17, 1960, p. 14.

D. PERIODICAL -- NO VOLUME

"Schooling for a Speaker," Time, June 14, 1954, p. 54.

V A R I A N T F O R M S

A. BOOKS BY TWO AUTHORS

Uttley, Marguerite and Aitchison, Alison E. Latin American, Africa, and Australia. New York: Ginn and Company, 1957.

B. BOOKS BY THREE OR MORE AUTHORS

Davis, Jerome, et al. An Introduction to Science. Boston: D.C. Heath, 1931.

C. EDITORS

Jordan, David Starr, ed. The California Earthquake of 1906. San Francisco: A.M. Robertson, 1907.

D. EDITIONS

Wiley, Bell Irvin. Southern Negroes, 1861-1865. 2nd. ed. New York: Rinehart, 1938.

E. BOOKS WITHOUT AUTHORS

1. Encyclopedia Americana, International Edition, 1974, New York Americana Corp.
2. Encyclopedias - one article, author given.
   Hobson, Wilder, "Jazz," Encyclopedia Britannica, 1957, vol. 12, pp. 953-954.
3. Anonymous works.
   Bible. The Bible to be Read as Living Literature: The Old and the New Testaments in the King James Version. Arr. and ed. by Ernest Bates. New York: Simon & Schuster, 1936.

F. BOOKS IN MORE THAN ONE VOLUME

Gorter, S. and Hildebrand, George. The Pacific Coast Maritime Shipping Industry, 1930-1948. Berkeley, University of California Press, 1952, 2 vols.

G. ARTICLES OR CHAPTERS IN BOOKS

Abell, Aaron I. "Labor Legislation in the United States." Outside Readings in American Government, ed. H. MacDonald, et al., New York: Thomas Y. Crowell, 1949.

BIBLIOGRAPHICAL FORM

GENERAL PATTERN

Author. Title. Place of publication: Publishing Company, Date of publication.

Examples:

Book:

Gaer, Joseph. Holidays Around the Year. Boston: Little Brown and Company, 1953.

Encyclopedia:

Bryan, Leslie A. "Airplane" The World Book Encyclopedia, 1960 ed., Vol. I. 174-204.

Magazine article:

Walker, Stanley. "The Fabulous State of Texas," National Geographic Magazine, Vol. 119 (February 1961): 149-197.

Newspaper

San Francisco Chronicle, September 24, 1962, pg. 15.

*Note:- Since forms found in various references may vary slightly, it is suggested that this be pointed out to students with the recommendation that once a form has been selected for use ---- either by a teacher or by themselves --- it is of utmost importance to be consistent of its use.

MAKING A BIBLIOGRAPHY

After I write my report or research paper, I list on a separate sheet of paper all the sources I used to help me write the paper. I attach the bibliography as the last page of my report. It may include whole books, parts of books, encyclopedia articles, magazine articles, pamphlets, newspapers, etc. Accuracy is necessary in making a bibliography. Careless mistakes on the bibliography do not help anyone reading it know exactly which book was read, or where the information was found.

THINGS TO REMEMBER

1. Put all books or articles in alphabetical order by author, as below.
2. Underline the proper words, as below.
3. When the author or a magazine or encyclopedia article is not known, you begin with the title of the article in quotation marks.
4. Be accurate.

EXAMPLE OF A BIBLIOGRAPHY ON ALASKA

BIBLIOGRAPHY

whole book → Adams, Ben. Alaska: the big land. New York, Doubleday, 1959.

part of a book → McGuire, Edna. Our free nation. New York, Macmillan, 1960. pp. 2-12.

encyclopedia article → Roberts, John. "Alaska", World Book Encyclopedia, 1959. vol. 1, pp. 172-182.

newspaper article → San Francisco Examiner, Feb. 14, 1962. p. 14, col. 2

magazine article → "Traveling in Alaska," Life, June 14, 1961. pp. 57-67.

PRACTICE LESSON - MAKING A BIBLIOGRAPHY

PUT THE FOLLOWING SOURCES IN ALPHABETICAL ORDER IN THE BLANK SPACE BELOW. BE SURE NOT TO LEAVE OUT ALL THE NECESSARY PERIODS, COMMAS, AND THE PART TO BE UNDERLINED.

McGuire, Henry. Our free nation. New York, Macmillan, 1959. pp. 507-510.

San Francisco Examiner, March 17, 1962. p. 14, col. 1.

"Alaska", World Book Encyclopedia, 1959. vol. 1, pp. 172-183.

Adams, Ben. Alaska: the big land. New York, Hill and Wang, 1959.

BIBLIOGRAPHY

BIBLIOGRAPHY FOR PARTS OF A BOOK

BOOKS:

Cooke, David C. *How Books Are Made*. Dodd, 1963.

Mickel, Mildred L. *Let's Find Out About a Book*. Watts, 1971.

16mm FILMS:

Story of a Book. Waterman, n.d.

CARD CATALOG, CLASSIFICATION and ARRANGEMENT - Grade 2

Objectives

I. A. Become familiar with the letters of the alphabet so that cards may be located quickly and easily in the catalog.

Activities

1. Match letters with pictures.
2. Arrange letters in order.
3. Find books by author A, B, etc. on shelf.
4. Have pupils line up alphabetically by last name.
5. Arrange own library corner alphabetically.

II. A. To learn location of books these children will be reading.

Activities

1. View pictures of library.
2. Visit school library.
3. Visit children's room in public library.

CARD CATALOG, CLASSIFICATION and ARRANGEMENT - Grade 3

Objectives

I. To further efficiency in use of alphabet.

Activities

1. Alphabet drill with letters.
2. Alphabet drill with words.
3. Have pupils line up alphabetically by last name.
4. Alphabet drill with authors and titles.

II. To become aware of the two main classes of books in the library -- fiction and non-fiction.

A. Discuss difference between a) content (story-fact) and b) marking and location.

B. Discuss shelf labels and arrangement.
1. "left to right".
2. books on same subject have same number.
3. books are classified and arranged for ease in locating.

Activities

1. Arrangement of authors, titles.
2. Number drill.
3. Locate general area on shelves.

C. Begin to understand call numbers most frequently used i.e. dinosaurs, jets, fairy tales, etc.

HOW BOOKS ARE ARRANGED IN OUR LIBRARY

FICTION

This section contains fiction books for all grades.

This is a fiction book by Beverly Cleary. The "Cl" stands for the first 2 letters of the author's last name, Cleary.

NON-FICTION

These books you will need for information.

These books are classified by the Dewey Decimal Classification System. The numbers go from 000-999. Each different subject is given a different number. In this book by Laura Baker, 398 stands for fairy tales. The letter under the number stands for the first letter of the author's last name.

EASY

This section contains picture books and books that are easy to read.

The "E" tells us it is an easy book. The "F" stands for the first letter of the author's last name, Marjorie Flack.

STORY COLLECTION

"SC" stands for the Story Collection. These are books that contain many stories.

These stories may be written by one person or more than one person. The "Sp" on this book stands for the first 2 letters of the author's last name.

Note: Many librarians use only one author letter instead of two.

Worksheet

ALPHABET DRILL

1. w___y
2. c___e
3. a___c
4. j___l
5. s___u
6. i___k
7. g___i
8. w___y
9. x___z
10. f___h
11. u___w
12. v___x
13. o___q
14. q___s
15. s___u
16. n___p
17. e___g
18. f___h
19. k___m
20. b___d
21. p___r
22. d___f
23. p___r
24. h___j
25. f___h
26. ___b
27. y___

Worksheet

ALPHABETICAL ORDER

I. Arrange the following list of words in alphabetical order, some letters of the alphabet are missing.

it_____

see_____

ran_____

to_____

sit_____

light_____

yes_____

no_____

fit_____

shoe_____

II. Arrange in alphabetical order:

box, cat, cow, farm, goat, apple, dog, jack, looking, was, run, sun, who, man, ever, cap, kit, we, not, I

1._____	8._____	15._____
2._____	9._____	16._____
3._____	10._____	17._____
4._____	11._____	18._____
5._____	12._____	19._____
6._____	13._____	20._____
7._____	14._____	

CARD CATALOG, CLASSIFICATION and ARRANGEMENT --- Grade 4

Objectives

I. To review alphabetical order and shelf arrangement.

A. Further efficiency in use of alphabet and shelf arrangement of book collection.

B. Discuss arrangement of biography.

Activities

1. Alphabetize authors and title.
2. Number drill - arranging slips on shelf by number.
3. Give pupil author or classification number to locate a book on the shelf and bring to you. Then they give the book to a neighbor who replaces it on the shelf.

II. To introduce the Dewey Decimal System.

A. Discuss the 10 main classes.

Activities

1. Use the Dewey decimal chart to assign number to non-fiction titles.
2. Number drills.

To introduce the

III. Card Catalog.

A. Indicate similarity to index of a book.
B. Card catalog anwers the following questions -
   a) Has the library a book by a certain author?
   b) Is there a book in the library by a certain title?
   c) What book has the library on a given subject?
C. Discuss the purpose of "inside" and "outside" guides-tray labels and guide cards.

Activities

1. Locate cards and information by use of above guides.

D. Discuss catalog cards.

1. Emphasize author's last name first.
2. Discuss three kinds of cards.
3. Stress alphabetical arrangement.

Activities

1. Distribute sets of Wilson cards which children can identify, file, etc.

E. Discuss difference between fiction and non-fiction cards and relation of card catalog and call number in locating books.

Activities

1. Locate books on shelf by means of card catalog.

FICTION--NON-FICTION

ARRANGEMENT OF BOOKS IN THE LIBRARY

All books in our library are divided in two main groups.

1. FICTION.....Stories written about imaginary people, places and things.

Examples of FICTION:

Black Stallion by Walter Farley.

Window on the Sea by Adrien Stoutenburg.

Every book in the library has a call number on the back of the book. In the case of FICTION BOOKS, the call number consists of the first two letters of the author's last name. Thus the book Black Stallion by Walter Farley would have the call number "FA" on the back of the book. On the shelves FICTION BOOKS are arranged in alphabetical order according to the letters of the author's last name.

Thus:

Baker	Colby	Farley	Pease	Politi	Stoutenburg
B	C	F	P	P	S

2. NON-FICTION.....primarily books of facts or information.

However, a NON-FICTION BOOK may be one that tells of some imaginary happening or experience. Thus, you would find a book of fairy tales or poetry with the NON-FICTION BOOKS in the library.
The call number on the back of NON-FICTION BOOKS consists of a Dewey Classification number followed by the first letter of the author's last name.

Examples of NON-FICTION BOOKS and their call numbers:

The Mission Indians of California, by Sonia Bleeker

970.2
B

The First Book of Space Travel, by Jeanne Bendick

629.4
B

On the shelves, NON-FICTION BOOKS are arranged in numerical order starting with 001 and ending with 999.

BIOGRAPHY - REFERENCE

ARRANGEMENT OF BOOKS IN THE LIBRARY

I. BIOGRAPHY

1. "Individual Biography"

In our libraries, the Dewey number for a book of "Individual Biography" (a book about one person) is _____, we use the first letter of the last name of the person written about.

Thus:

A biography of Andrew Jackson would have the call number

921 J or B J

A biography of Christopher Columbus would have a call number

921 C or B C

2. "Collective Biography"

In our library, we use the Dewey number 920 for "Collective Biography" (a book about more than one person).

Thus:

A book of biographies of famous explorers by an author whose last name is Miers would have the call number

920
M

A book of biographies of famous presidents by an author whose last name is Coffman would have the call number

920
C

II. REFERENCE BOOKS

"Reference Books: are books used to locate information quickly..... they are not intended to be read from cover to cover.

In our library, we use the letter "R" in the call number to indicate that these books belong in the Reference Collection.

Thus:

The call number of the World Almanac would be R 317.3 W

CLASSIFICATION AND ARRANGEMENT

A. Desired learnings.

Acquaintance with and facility in using Dewey to locate books in the library.

B. Topics for discussion.

1. Types and arrangement of books.

Fiction - what kinds of books
how marked
how shelved
Non-Fiction - what kinds of books
how marked
"call numbers"
arrangement (see below)
Easy - probably in general orientation
Reference - will be discussed later in detail

2. Dewey Decimal System of Classification.

a. Meaning of each part of above phrase.
b. This is one system of arranging books; if there are other systems.
c. This system is used in almost all school libraries, public libraries, and many other libraries.
d. Books are classified in a library according to a system as an aid to the user of the library in locating books on the shelf.
e. All knowledge is classified according to subject.
f. All books on the same subject are marked with the same number.
f. Become familiar with the large divisions.
h. Books must be arranged alphabetically within a class.
i. Each section of shelving is considered a unit. Books are shelved "ribbon" fashion.
j. Shelf labels are guides to books on those particular shelves.
k. All books are shelved from the left to the right, from the smaller to the larger number.

3. Biographies.

How marked and shelved.

C. Questions to ask.

1. How are individual biographies arranged? Why is this a good system?
2. What is the most common classification system used by libraries in the United States?
3. For what purpose are the decimal numbers used?
4. How do libraries classify non-fiction books - by author, title, or subject?
5. If all non-fiction books in your library were on shelves along one wall, would the small Dewey numbers be to the left or the right?
6. Under what number (general) would you find a history of California?
7. If you were given a new puppy, under what general number would you look to find a book on how to take care of him?

D. Activities.

1. Become familiar with common call numbers and discuss Dewey chart.

2. Furnished with slips bearing call numbers, the children then arrange themselves in order according to number.

3. Assign committee groups several classification numbers and direct them to see how quickly they can locate the books on shelves.

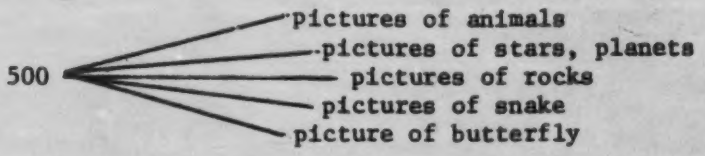
4. Use flashcards or dittos, have children give general class number for various broad and/or specific subject.

5. On what shelf would you find the following books-fiction or non-fiction? Call out various mixed titles and have children separate fiction from non-fiction.

6. Arrange call numbers on ditto in order as books would appear on shelf.

7. Have each row of pupils arrange themselves alphabetically by their last names. To test the arrangement, have each spell his name. If more practice is needed, have boys arrange themselves alphabetically by name and then girls do the same.

8. Make a chart with Dewey numbers on left side and pictures on right side to correspond to Dewey numbers. For example:



9. Children make their own illustrations of their favorite books. Titles should be put on illustrations. Call numbers could be put on illustrations and posters then arranged around the room according to the Dewey Decimal Classification.

10. A classification matching game. Two sets of slips are prepared, one group bearing Dewey Decimal classification numbers, the other subjects corresponding to these numbers. When all the slips have been given out, children try to match subjects and numbers. This is best done by reference to a chart of Dewey decimal numbers.

    The object of the game is to provide a demonstration of how numbers aee used to represent subjects.

Worksheet

ARRANGEMENT OF BOOKS

Fiction Books

1. Arrange the following author's names in alphabetical order as you would find them arranged on the fiction shelves.

1.	Howard Pease	1._____
2.	Marion Garthwaite	2._____
3.	Laura Baker	3._____
4.	Adrien Stoutenburg	4._____
5.	Bill Brown	5._____
6.	Rosalie Brown	6._____
7.	Glen Dines	7._____
8.	Beverly Cleary	8._____
9.	Leo Politi	9._____
10.	Walter Farley	10._____

Worksheet

ARRANGEMENT OF BOOKS

Non-Fiction Books

1. Arrange the following call numbers for non-fiction books as they should be arranged on the shelf:

1.	398 B	1._____
2.	746 S	2._____
3.	921 S	3._____
4.	629.4 C	4._____
5.	598 Z	5._____
6.	460 L	6._____
7.	811 A	7._____
8.	520 G	8._____
9.	629.1 C	9._____
10.	970.1 D	10._____

50

Worksheet

THE DEWEY DECIMAL CLASSIFICATION

Look at the chart for the book numbers listed below.
Write down the name of the big class to which these belong.

520_____

978_____

973_____

150_____

796_____

811_____

398_____

030_____

395_____

424_____

821_____

220_____

629.4_____

Worksheet

DEWEY DECIMAL QUIZ

In the blanks write the number of the large class or subject for books about the following:

_____1. books about birds

_____2. books about California history

_____3. books about cooking

_____4. books about the life of George Washington

_____5. books about the belief and worship of God or gods

_____6. books about music

_____7. books about mathematics

_____8. books about the life of a famous person

_____9. books on insects

_____10. books about atomic energy

_____11. a book about a number of things

_____12. a book about stars

_____13. a book about England

_____14. a book of myths

_____15. a book about electricity

_____16. a book about flowers

_____17. a book about English grammar

_____18. a book of poems

_____19. a book about stamp collecting

_____20. a book about American History

CARD CATALOG

A. Topics for discussion.

1. Identify and define the card catalog.

Dictionary card catalog.
Alphabetical index to the library.
All libraries have card catalogs.
Card catalog is like the index of a book.
All books have at least three cards in the catalog. This results as part of the processing procedure of a new book.
Every card is arranged alphabetically according to the information appearing on the first line of the card.
Other references arranged alphabetically as a card catalog - dictionaries, encyclopedias, index of a book, telephone books.

2. Children should understand.

Alphabetical arrangement.
Use of guide cards in drawer ("inside" guides).
Use of labels on front of tray ("outside" guides).

3. Types of cards.

The card catalog answers the following questions:-
- has the library a book by a certain author?
- is there a book in the library by a certain title?
- what book has the library on a given subject?

The type of card is determined by what is on the top line.
The author's name always appears with last name first.

Author card - sometimes has more complete information than the rest of cards; this includes author(s), title, place of publication, publisher, copyright date, number of pages, whether illustrated or not, etc.

Title card -

Subject card- subject appears in black capitals.

Cross reference card - not only in library catalogs but also in dictionaries, encyclopedias, index of books, telephone books.
"see" cards direct you to look under subject indicated on the card.

COWBOY STORIES
see
RANCH LIFE

"see also" cards tell you that additional information about a particular subject can be found under the other subjects listed on the card.

FORESTS
see also
LUMBERING

4. Understand the correlation between the card catalog, the number, and the location of the book on the shelf. The call number in the upper left corner of the card is the same as the classification number or letters on the spine of a book and gives the location of the book on the shelf.

5. Finding cards.

   a. Look under the second word if the title begins with "a", "an", or "the".
   b. Titles beginning with numerals are filed as though spelled out in full.
   c. Alphabetize to second or third word if necessary.
   d. Abbreviations are filed as though spelled out - Dr. = Doctor.
   e. "Mc" and "Mac" are filed together under "Mac".
   f. More than one book by an author means the titles are arranged in alphabetical order within his name or her name,

Alcott, Louisa
Little Men

Alcott, Louisa
Little Women

Questions

1. Name the parts of a book.
2. What is the value of each type of catalog card?
3. What is a card catalog and why is it important?
4. How do you tell one type of card from the other?
5. What is on the outside of catalog drawers to help you find the cards you want? What is the reason for having these "outside" alphabetical guides?
6. What is in the upper left-hand corner of the catalog cards?
7. What is there about a subject card which helps you see it quickly and easily?
8. Why are some cards called "cross reference cards"?

B. Preliminary work.

Children should have understanding of and working knowledge of the alphabet, card catalog guides, and the parts of a book.

C. Activities.

1. Demonstrate with oversize library cards. Emphasize author's last name first.

2. Distribute individual sets of Wilson cards which the children can alphabetize and file.

3. Choose a subject and find several books listed in the card catalog that are contained in the library.

4. Make a sample author card, title card, and subject card.

5. Use 3x5 cards or slips of papers with titles of books. Distribute cards with book titles on them to class members. Each child locates and takes to his place the book named on his card, using the catalog to find the call number. When all books are located, each exchanges books with his neighbor and replaces on the shelf the book his neighbor originally located.

6. Students work in pairs, one couple to a drawer of the catalog. Students are asked to fill in all information that is missing on the dittoed forms.

   YOUR NAME_____

   1. AUTHOR Carr, Mary Jane

      TITLE_____

   2. AUTHOR_____

      TITLE Cowboy Boots

      CALL NUMBER_____

   3. CATS (or some subject)

      AUTHOR_____

      TITLE_____

      PUBLISHER_____ COPYRIGHT_____

7. Have questions to answer or information to locate requiring use of the card catalog.

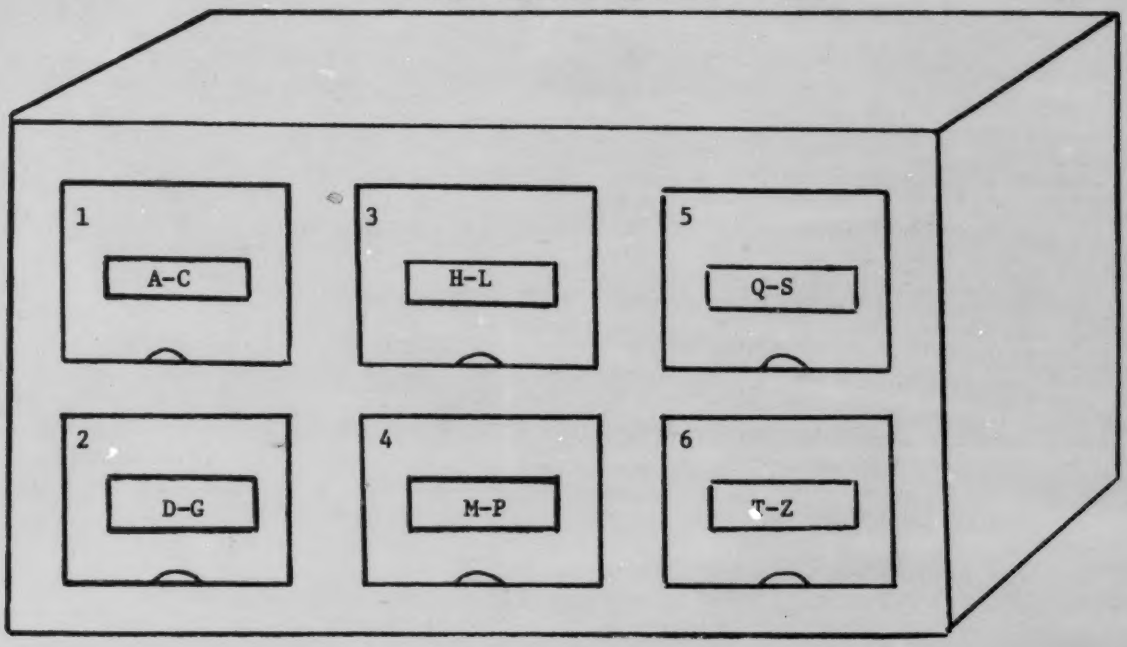
8. A picture of a simple card catalog file may be sketched on the blackboard or duplicated on a ditto. Each drawer with "outside" guide labels may be numbered. Announce the name of the book, as, Biff, the fire dog and have a pupil tell in which drawer a card containing the name of the book would be found. Then give the names of people of authors as George Washington and Beverly Cleary.

9. A picture of a drawer with "inside" guides. Illustrate that guide cards stand higher than other cards. Practice may be provided in telling where to look for certain titles or authors. Example, Stories in trees would appear between Son and Tab in a drawer containing the following guide cards: Sa--Sein--Sib--Son--Tab--

10. Arrange a list of titles in order. Include titles which begin with abbreviations and articles.

Worksheet

CARD CATALOG--BEGINNING LESSON



1. In which catalog tray would you find a book by Laura Baker?_____

2. In which catalog tray would you find a book called "Snowshoe Thompson"?_____

3. In which catalog tray would you find a book by Adrien Stoutenburg?

_____

4. In which catalog tray would you find a book about birds?_____

5. In which catalog tray would you find a book called "Wild Treasure"?

_____

6. In which catalog tray would you find a book of fairy tales?_____

7. In which catalog tray would you find a book called "8 American Authors"?_____

8. In which catalog tray would you find a book called "A day at the fair"?_____

CARD CATALOG, CLASSIFICATION and ARRANGEMENT - Grade 5

Objectives

I. To review shelf labels and arrangement of fiction and non-fiction.

II. To further discuss the Dewey Decimal System.

A. Emphasize subdivisions of each main class.

Activities

1. Further practice in locating books and assigning classification numbers to non-fiction titles.

III. To review and further discuss the card catalog and catalog cards.

A. Discuss cross reference cards.

B. How to locate books on shelf from information on different kinds of cards (fiction, non-fiction, biography, reference).

C. Use of catalog card for finding information (title, author, publisher, copyright date, number of pages, illustrations, synopsis of book).

D. Review the purpose and uses of "inside" and "outside" guides.

Activities

1. Have children name subject, title, author, etc. appearing between guide words.

2. Identify information on cards.

DEWEY DECIMAL CLASSIFICATION SYSTEM

The Dewey decimal classification system is used by almost all school and public libraries and by many college libraries. Under this classification system the field of knowledge is divided into ten main classes, to which we add fiction and easy books as separate groups.

The Ten Main Classes in Dewey's Classification System

Numbers	Stand for	Classes
000-099	Books that cover general subjects like encyclopedias, handbooks, libraries, newspapers, etc.	General works
100-199	Books about the mind; how we behave, the way we think, the way we do things.	Philosophy
200-299	Books about all religions and the ways we worship, also mythology.	Religion
300-399	Books about education, government, conservation of natural and human resources, law, social problems, folklore and fairy tales.	Social Science
400-499	Books about all languages and words.	Language
500-599	Books that explain science, like mathematics, astronomy, weather, biology, animals, etc.	Science
600-699	Books about everything man does to earn a living or make life easier; cooking, carpentry, nursing, radio, television, homemaking, spacetravel, etc.	Applied Science
700-799	Books about music, painting, and other fine arts; recreation, sports, crafts, and games.	Fine Arts
800-899	Books of literature of all kinds and countries; poetry, plays.	Literature
900-999	Books about geography, history travel and biography.	History Travel Biography

Decimal means tenths, and decimal in this number system stands for the 10 large subject groups, and the fact that numbers within each group may be divided into tenths. Example: 900 is separated into 910, 920, 930, etc. Also sometimes there are so many books in one section (900's) that the numbers are divided even smaller. Example: 910.4 are books about exploration, in particular.

CATALOG CARDS

There are three different kinds of cards in the card catalog. Librarians refer to them as author cards, title cards, and subject cards.

The author card has the author's name on the first line, written always with the last name first. Flack, Marjorie. There are author cards for every writer who has a book in the library.

The title card has the title of the book on the first line. There is a title card for every book in the library.

Since many books deal with more than one subject, it is necessary also to make subject cards in order to locate information easily. The subject card has the subject with which the book deals on the first line.

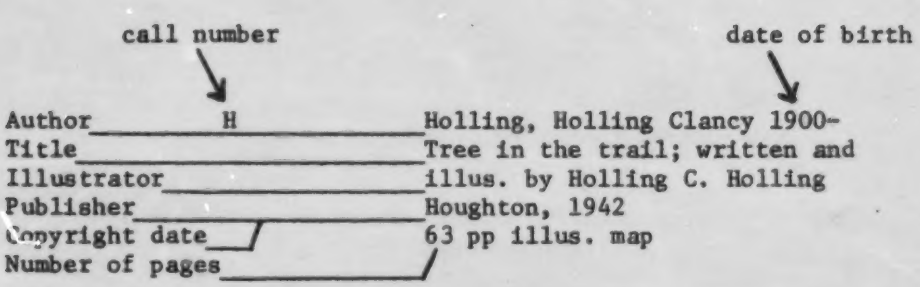
In addition to these three cards, sometimes a card is made for the illustrator of a book. This is done for well-known illustrators and the name of the illustrator appears on the top line above the author's name.

Sometimes the book may be put together by people who are not the authors of the stories. They might be called the editor or compiler and their names would be used in place of the author's name. This is especially true of books of poetry or short stories.

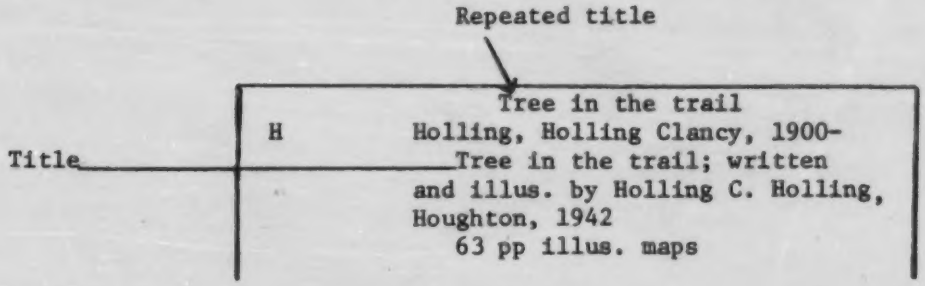
Examples

Author cards: The most important items of information you will find given on an author card are:

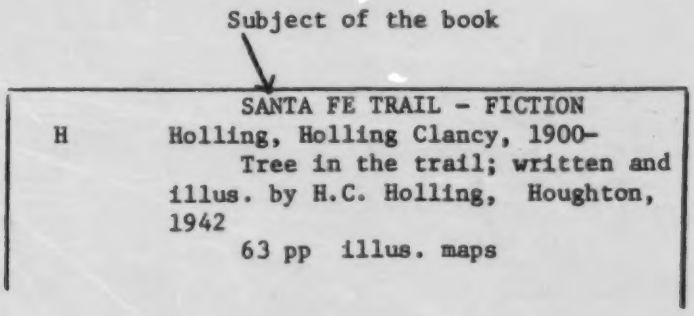
1. The call number of the book.
2. The author's complete name (this may be followed by the dates of his birth and death).
3. The title of the book and subtitle, if there is one.
4. The name of the publisher.
5. The copyright date (sometimes only the date of publication is given).
6. The name of the illustrator.
7. The place of publication.
8. Number of pages in the book and whether the book has illustrations, maps, or photographs.



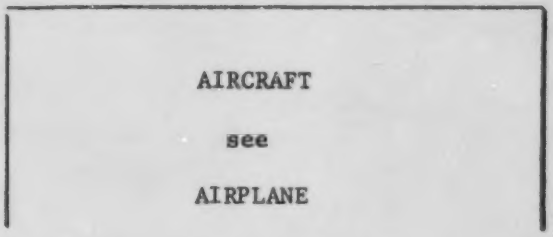
Title cards: The title cards contain exactly the same information as the author card for the same book. The difference is in the fact that the title is repeated on the very first line of the card.



Subject cards: You will observe that the subject card contains exactly the same information as the author and the title cards, except that the subject with which the book deals appears on the first line. This is done in order that you may locate a book by reference to the subject with which a book deals. Subject cards are easily distinguished in the card catalog because the first line is typed in capitol letters. Some libraries use red letters instead of the capitol letters.



Cross reference cards: In consulting an index, a dictionary, an encyclopedia, or the readers' Guide to Periodical Literature, you may see the words see and see also. These are known as cross references because from one subject they refer you to another.



In the case of the See card, the information is not given under the heading but will be found by turning to the one below. (In this case there is none under the heading Aircraft, but under Airplanes).

The see also reference card is an aid to further reading on a subject. From the example we learn that information about Mail Service can be found under the other headings as well. The see also cross reference cards are filed in back of the subject cards. This is done so that you may first learn what books are available in the library, and then in case you do not find the books you want on a subject, the see also card will direct you to materials on related subjects.

Worksheet

Exercise I

1. Name three kinds of cards found in the card catalog.

   a.

   b.

   c.

2. Name five kinds of information about a book that can be found on a catalog card.

   a.

   b.

   c.

   d.

   e.

3. Here is part of the title page of a book:

   Wild Animals of the Far West
   by
   Adrien Stoutenburg

   a. What is the first word on the author card for this book?

      _____

   b. On the title card?_____

   c. What word would you choose for the top of the subject card?

      _____

   d. Can you think of a useful cross reference in connection with the subject card?_____

4. In the card catalog, find examples of the following and write on paper the titles of the cards you find.

   a. Author card

   b. Title card

   c. Subject card

   d. Cross reference card

Exercise I (continued)

4. (continued)

   e. An abbreviation title card

   f. A title card beginning with a number

5. Find three subject cards on a topic in which you are interested. Write the titles and call numbers of each.

Worksheet

LIBRARY INSTRUCTION

CARD CATALOG

Below are some catalog cards for books in our library. Answer the questions below each card.

B Baker, Laura Special Year. Knopf, 1959.

1. Who is the author of this book?_____
2. What is the title?_____
3. Is this book fiction or non-fiction?_____
4. Is this an author, title, or subject card?_____
5. Who published this book? When?_____
6. What is the call number?_____

636.5 D Darby, Gene What is a Chicken? Benefic Press, 1957.

1. Who is the author of this book?_____
2. What is the title?_____
3. Is this book fiction or non-fiction?_____
4. Is this an author, title, or subject card?_____
5. Who published this book? When?_____
6. What is the call number?_____

TYPES OF CARDS IN THE CATALOG: CROSS-REFERENCE

CROSS-REFERENCE CARDS ("see" and "see also" cards)

The cross-reference card is designed to help you find two kinds of information.

1. Information to be found under a word different from the one where you are looking

"See" Card-Example

2. Added information, which will be found under other subject headings.

"See also" Card-Example

These cards are called cross-reference cards because they refer you to another subject ("see" reference), or to additional subjects ("See also" reference).

Worksheet

CARD CATALOG

ARRANGE THESE TITLES OF BOOKS AS THEY ARE ARRANGED IN THE CARD CATALOG FORM A-Z.

Alphabetize these titles on YOUR paper (do not write on this sheet).

1. Scannon.
2. Nitwits, needles, and numbskulls.
3. Thirty one brothers and sisters.
4. Mittens.
5. 200 ways to draw.
6. Betsy Tacy.
7. All of a kind family.
8. They sailed and sailed.
9. Stranger on the bay.
10. 21 balloons.
11. When the lion roars.
12. An elephant tale.
13. We were there on the Nautilus.
14. St. Nicholas Anthology.
15. Eddie and Gardenia.
16. The case of the Jade Jaguar.
17. The cat in the hat.
18. Big brother.
19. Tizz on the horse ranch
20. Little women

Worksheet

CARD CATALOG, CLASSIFICATION and ARRANGEMENT - GRADE 6

Objectives

I. To review Dewey Decimal System and card catalog.

Activities

1. Identify information on catalog cards.
2. Match Dewey decimal numbers and subjects.

1. Fill in the classification number or call number for each of the following:

_____ es from Grimm" by Grimm

_____"All About Dinosaurs" by Andrews

_____"Time for Poetry" by Arbuthnot

_____"Abraham Lincoln" by Judson

_____"California Gold Rush" by McNeer

2. Fill in the blanks with the subject of the number listed below.

_____920

_____398

_____921

_____500

_____979

3. Fiction books have only a letter on the spine or back of the book. What letter would you find on a book by

Laura Baker_____ Rudyard Kipling_____ Lois Lenski_____

4. List the numbers below in order that you would put them on the library shelf.

629.4 S	520 M	423 W	790.7 H	523 J	629.4 Z
_____	_____	_____	_____	_____	_____

Worksheet

NAME_____

LIBRARY EXERCISES

A. Put a check in front of the best answer for each of the following:

1. The copyright date of a book is found -

   a._____on the title page

   b._____on the reverse side of the title page

   c._____in the preface

2. A bibliography is -

   a._____the story of a person's life

   b._____an index

   c._____a list of references

3. To mark the place in a book -

   a._____turn down the corner of a page

   b._____insert a pen or pencil

   c._____insert a piece of paper

4. In your library biography books are marked -

   a._____921

   b._____92

   c._____B

5. Classified books are arranged in -

   a._____chronological order

   b._____numerical order

   c._____alphabetical order

6. Books of fiction are arranged alphabetically according to -

   a._____title

   b._____author

   c._____subject

7. The general class number for science books is -

   a._____000

   b._____500

   c._____900

8. The general class number for history is -

   a._____200

   b._____700

   c._____900

9. The general class number for languages is -

   a._____100

   b._____400

   c._____600

B. In the left hand column below are listed the parts of a book. Indicate in what part each of the items listed in the right hand column may best be found, by writing the letter (a, b, c) of that part in the space provided.

a. title page and copyright.	1._____Purpose of the book.
b. dedication	2._____Explanation of word used in body of the book.
c. preface	3._____Author's full name.
d. bibliography	4._____Additional charts or tables.
e. contents	5._____Numbers of chapters in book.
f. glossary	6._____For whom the book is intended.
g. appendix	7._____Page on which Chap. III begins.
h. index	8._____Date of the latest revision of the book.
i. lists of maps or illustrations.	9._____Page on which particular subject may be found.
	10._____Suggestions for further reading.

Worksheet

Library classification of books -

000-099 - General works
100-199 - Philosophy
200-299 - Religion
300-399 - Social Science
400-499 - Languages
500-599 - Science
600-699 - Useful arts
700-799 - Fine arts
800-899 - Literature
900-999 - History

The ten Dewey Decimal Classifications are shown above. For the topics below, show to which of the ten classifications each belongs:

Topic	Dewey numbers
Airplanes	_____
Health	_____
San Francisco	_____
Fairy Tales	_____
Plays	_____
Mythology	_____
Grammar	_____
Government	_____
Poetry	_____
Music	_____
Cooking	_____
Biography	_____

Worksheet

NAME_____

CARD CATALOG EXERCISE

A. Answer the following questions:

1. Under which words do you not look in the card catalog?

2. In what order is the author's name on the catalog card? Give example.

3. Name four types of catalog cards.

4. In what order are cards in the catalog arranged?

5. What composes a call number?

B. Indicate True or False by using + for True and 0 for False.

1. _____ Your library has three separate card catalogs for author, subject, and title.
2. _____ If you do not know the author of a book you cannot find it in the catalog.
3. _____ The number of the book is given in the upper left hand corner of the cards.
4. _____ To find the call number of the book A boy's book of discovery you would look in the card catalog under the A's.
5. _____ If you have difficulty finding a book, ask the librarian for help.

C. Complete the following:

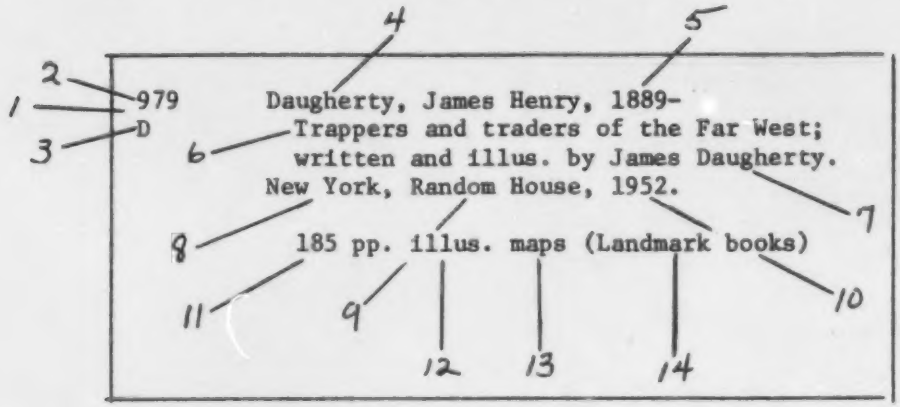
1. Your card catalog is to the library what the_____is to the book.
2. If a catalog card bears no number, the book is_____.
3. Historical subjects about a country are arranged in the card catalog in _____order under the name of that country.

Worksheet

4. A catalog card reading "FARMING see AGRICULTURE" means -

5. A card catalog tray marked "TAB - TWO" would contain cards whose first word -

D. Explain what each numbered part of this sample card means:



CARD CATALOG, CLASSIFICATION and ARRANGEMENT - Grade 7

Objectives

I. To review Dewey Decimal System.

A. Know meaning of fiction and non-fiction.

B. Review the 10 main classes.

C. Discuss subdivisions.

D. Understand the two parts of the call number.

E. Understand the shelf arrangement of non-fiction.

1) Exact numerical sequence.
2) Alphabetical arrangement of call numbers.

F. Understand the shelf arrangement of fiction.

G. Read biography of Melvil Dewey to make system more understanding and interesting.

Activities

a) Pupils find assigned books by appropriate identification.
b) Pupils identify call number with major classes.
c) Arrange call numbers as appear on shelves.
e) Decoding exercise.

E. Review information on cards.

F. Alphabetizing.

1) Rules for filing and locating cards word by word and letter by letter.
2) Order for finding catalog cards when key word is the same for person, place, thing.
3) Order for finding catalog cards by and about author.

G. Making use of entire library for a classroom subject.

Activities

a) Arrange words in order.
b) Arrange groups of sample library cards in order.

LIBRARY INSTRUCTION - Grades 7-8

I. Library Habits and Regulations.

1. Courtesy and fair play in the library. The library should be the quietest room in the school.

2. Library hours, etc.

3. Method of borrowing books.

4. Beauty and care of books.
   How to open a new book.
   Cleanliness.
   What to look for in books -
   - paper quality
   - print
   - edition
   - binding

II. Classification.

1. Parts of a book -
   - Title page.
   - Table of Contents.
   - Index, etc.
   - How contents differ from index.

2. Dewey Decimal System -
   - Class or subject headings.

3. Arrangements of books on shelves -
   - Fiction.
   - Non-fiction (History, Science, Biography, etc.)

III. Card Catalog

1. Definition.

2. Explanation of card filing.

3. Cards found in the catalog. Class or call number -
   - Author-Title
   - Title-Author
   - Subject
   - Cross Reference

IV. Reference Books

1. Encyclopedias -
   - Kinds and location in library
   - Index volume or separate indexes in each volume
   - Guide words
   - Arrangement of topics

IV. Reference books (cont'd)

2. Year books -
   World Almanacs
      Table of Contents - Index
   Catalogs

3. General -
   Atlas
   One volume encyclopedias
   Biographical dictionaries -
      Who's Who
      Living Authors
      Music, etc.
   Hand books -
      Historical notebook
      Usage
      Synonyms
      Poetry, etc.

V. Use of Dictionary

1. Value of dictionary.

2. Location in Library.

3. Material found in dictionary -
   Guide words, Syllabication,
   Pronunciation key, Abbreviations,
   Accent marks, Diacritical markings,
   Definitions, Synonyms and Antonyms,
   Glossary, Gazetteer, Biographical references.

VI. Periodicals

1. Those for pleasure -
   Boys' life, Open Road for boys,
   American Girl, etc.

2. Those for profit reading -
   Science News, Nature, National Geographic,
   Popular Mechanic, Popular Science, etc.

3. Readers' Guide.

Worksheet

NAME_____

EXERCISE

Arrange each of the following four groups in alphabetical or numerical order:

1. Incredible journey.

   The hobbit.

   The witch of blackbird pond.

   Profiles in courage.

   Book of three.

   My side of the mountain.

   Charlie in the chocolate factory.

   Julia of the wolves.

   2001 space odyssey.

   Childhood's end.

2. Lloyd Alexander.

   Laura Wilder.

   Walter Farley.

   Arthur C. Clarke.

   Isaac Asimov.

   Robert Heinlein.

   Judy Blume.

   Beverly Cleary.

   Thornton Wilder.

3.			4.		
	332.7	332.76		970.3	925
	511	808.8		629.13	598.2
	973.6	973.11		621.138	621.13

Worksheet

Write T (for true) or F (for false) after each of the statements below.

1. The Dewey Decimal System classifies non-fiction books alphabetically, according to subject matter. _____
2. No two books in a library have the same class number. _____
3. All fiction books are shelved alphabetically according to title. _____
4. Non-fiction books about baseball would have the same Dewey number and would stand together on the shelves. _____
5. When books are arranged numerically on the shelves the figures after a decimal point must also be taken into account in the numbering. _____
6. Several biographies written about the same person by different authors are shelved alphabetically, first according to subject and then according to author. _____
7. The letter standing alone below the Dewey number is the first letter of the title. _____
8. Collections of short biographies are alphabetized according to the last name of the author. _____
9. The quickest way to find a biography about a certain person is to look for the title card. _____
10. Biographies are arranged alphabetically on the shelves by subject. _____
11. Biographies are classified only by means of Dewey numbers. _____
12. An autobiography tells the life story of a person. _____
13. A subject card is the same thing as a cross-reference card. _____
14. Subject cards often indicate special subdivisions of a larger topic. _____
15. Catalog cards tell nothing but the author, title, and call number. _____

Worksheet

NAME _____

Arrange the following subjects in the correct order:

INDIANS OF NORTH AMERICA

INDIANS OF NORTH AMERICA - MISSIONS

INDIANS OF NORTH AMERICA - GAMES

INDIANS OF NORTH AMERICA - SOCIAL LIFE AND CUSTOMS

INDIANS OF NORTH AMERICA - MUSIC

INDIANS OF NORTH AMERICA - HISTORY

INDIANS OF NORTH AMERICA - ART

INDIANS OF NORTH AMERICA - COSTUMES AND ADORNMENT

INDIANS OF NORTH AMERICA - HISTORY - FICTION

INDIANS OF NORTH AMERICA - LEGENDS

INDIANS OF NORTH AMERICA - GOVERNMENT RELATIONS

INDIANS OF NORTH AMERICA - SIGN LANGUAGE

INDIANS OF MEXICO

U.S. - HISTORY - CIVIL WAR

U.S. - HISTORY - COLONIAL PERIOD

U.S. - HISTORY - REVOLUTION

U.S. - HISTORY - WAR OF 1812

U.S. - HISTORY - 1898 - 1919

U.S. - HISTORY - 1933 - 1945

U.S. - HISTORY - CIVIL WAR - CAMPAIGNS AND BATTLES

U.S. - HISTORY - CIVIL WAR - NAVAL OPERATIONS

U.S. - HISTORY - CIVIL WAR - FICTION

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THE CARD CATALOG, CLASSIFICATION AND ARRANGEMENT

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GAMES:

Card-O-Log. Scott Foresman, 1973.

SILENT FILMSTRIPS:

How the Card Catalog Helps You. Long Filmslide Service, 1968.

TAPE RECORDINGS:

The Card Catalog. Wollensak, 1968.

Dewey Decimal System #2. Wollensak, 1968/69.

How to Find a Book in the Library. Wollensak, 1968.

TRANSPARENCIES:

Using the Card Catalog. Hammond, 1969.

Using the Library Instructional Materials Center Effectively. Creative Visuals, 1970.

"Dewey Decimal System -- Basic Subject Groupings"
"Dewey Decimal System -- Sub-grouping"
"Dewey Decimal System -- What the Decimal Means"

DICTIONARIES

The development of dictionary skills is best taught in the classroom as part of the language arts curriculum. However, supplemental lessons can be provided in the library with the emphasis placed on comparisons between types of dictionaries and other types of reference books.

DICTIONARIES - Grade 3

Objectives

1. To introduce the dictionary as a reference tool.
2. To point out the differences between a picture dictionary and an abridged one.
3. To explain guide words and their use.
4. To acquint students with the location of the dictionaries in the library.

Activities

1. Explain alphabetical arrangement and the purposes for using a dictionary.

   a) Give students a list of common nouns and have them alphabetize them.
   b) Discuss the meanings of each word and check definitions in an abridged dictionary.
   c) Discuss use of dictionary to check spelling of words and give a few pairs of words giving correct and incorrect spelling and have students check to see which is correct.

2. Using both a picture dictionary and an abridged one, look up a short list of common nouns to compare information given in each.

3. Point out and explain guide words.

   a) Give list of words followed by 2 guide words. Have students tell if the word comes before, between, or after the guide words.

Before	banana	bat - bowl
between	camel	cab - cave

   b) Give students a list of common nouns and have them look up the words in an abridged dictionary using the guide words.

4. As a part of library orientation point out where the dictionaries are kept.

DICTIONARIES - Grade 4

Objectives

1. To introduce the unabridged dictionary and explain some of the additional information found there.
2. To compare information in unabridged dictionaries with abridged and picture dictionaries.
3. To reinforce skills in using guide words.
4. To distinguish differences between information found in dictionaries and in encyclopedias.

Activities

1. Using opaque projector, copy entries from an unabridged dictionary, filmstrip, etc. Explain some information given for common nouns.

   a) syllables
   b) accent
   c) pronunciation (guide at bottom of page)

2. Give students a list of common nouns to look up in an abridged and an unabridged dictionary and compare information given.

3. Have students take a list of words and break them up in syllables, circle the accented one, and give definitions. (Include a few common words that can be both a noun and a verb).

4. Discuss differences between dictionaries and encyclopedias. Give students a list of questions and ask them to indicate where they would find the answer - a dictionary or an encyclopedia.

   a) What is the meaning of "adobe"?
   b) When was California admitted to the Union?
   c) How many syllables does "bicycle" have?
   d) What is the accented syllable in "machine"?
   e) Who invented the telephone?

DICTIONARIES - Grade 5

Objectives

1. To discover the many extra features of the unabridged dictionary which further enhance it as a reference tool.
2. To introduce specialized dictionaries and point out their value in the reference collection.

Activities

1. Using more complex words having several meanings discuss parts of speech and the multiple uses for the same word.

   a) blockade - as a noun and a verb.
   b) bridge - as a noun and a verb.
   c) brew - as a noun and a verb.
   d) brick - as a noun, an adjective and a verb.

2. Using pre-selected words point out additional information given.

   a) synonyms and antonyms -
      1) adult - Syn. 1. full-grown, mature.
                 Ant. 1. infantile, childish.
                      2. minor.
      2) adorn - Syn. 1. beautify, 3. deck.
                 Ant. 1. deface, mar.
      (numbers refer to correspondingly numbered definitions given).
   b) verb tenses - dazzle, dazzled, dazzling.

3. Point out and explain additional information found in the front of the unabridged dictionary and give students a list of questions to be answered from that information. The following sample questions were taken from the named special sections found in the World Book Dictionary, c1968.

   a) LANGUAGE REFERENCE - Measure and Weights.
      1) How many nautical miles equal 1 league?
      2) How many tablespoons in 1 cup?
   b) LANGUAGE REFERENCE - Punctuation.
      1) What are "ellipses" and when are they used?
      2) How many uses are there for the dash (-)?
   c) LANGUAGE REFERENCE - Given Names.
      1) What does the name "Kari" mean and from what original language does it come?
   d) LANGUAGE REFERENCE - Universal Languages.
      1) How is the letter "B" written in Morse Code?
      2) How is the letter "L" written in Brail
   e) How many of the "Blendwords" on page 29 do you know?

4. Introduce specialized dictionaries found in your library. Explain type of entries in each and give list of questions to be answered with these books.

   a) Biographical Dictionaries.
   b) Geographical Dictionaries.
   c) Music Dictionaries.
   d) Science Dictionaries etc.

DICTIONARIES - Grade 6

Objectives

1. To reinforce the use of the unabridged dictionary.
2. To explain the remaining information given in an unabridged dictionary not previously introduced.

Activities

1. Using selected words explain the following information found in unabridged dictionaries.
   a) Derivations.
      1) demand - [<Old French demander TO REQUEST
         <Latin dēmandāre ENTRUST <dē (intensive)
         +mandare TO ORDER]

      2) entrance - [Old French entrance < entrer ENTER]
         (<= derived from, taken from)

   b) Abbreviations - Listed by abbreviation as regular entries.
      1) ARC - American Red Cross (one meaning)
      2) A.A. - (multiple meanings)
         achievement age
         Alcoholics Anonymous
         Anti-aircraft
         Automobile Association (Gt. Britain)

   c) Abbreviations - Listed by names in front part of dictionary.
      1) assistant - asst. or Asst.
      2) Iowa - Ia

2. Give students a list of words and abbreviations to look up in an unabridged dictionary and find definitions, derivations, synonyms, antonyms, etc.

3. Have students browse through the front section of an unabridged dictionary and make up questions from information found there for the rest of the class to answer.

HOW TO USE THE UNABRIDGED DICTIONARY

Discuss and clarify the following:

MEANINGS OF WORDS (definitions)

One word may have many meanings. Look through all of them until you find the one which fits and makes the sentence clear to you. Can you think of any words that have several meanings? (Check: stop or delay; bank; check; pattern in squares, like checkerboard, to check something to make sure it is correct; etc.).

PRONUNCIATION OF WORDS

How does it help you to pronounce new and different words? (Divides the word into syllables or parts. Helps when you must break a word at the end of a sentence). How else does it help you? (If a syllable has an accent mark, say that syllable a little louder: e.g., au'thor, fun'ny, fur'ni'ture, etc.).

SPELLING

It tells you the proper spelling of the word.
It gives rules for adding "d" or "ed", "s" or "es" (miss, misses - ball, balls), and for making a word plural (as above - or company, companies).
It tells you if a hyphen is needed within a word. What is a hyphen? (A line placed between words of more than one part, worn-out, up-to-date. However, words such as sunbeam and always never have a hyphen). It tells you if a word is always spelled with a capital letter (Bible).

SYNONYMS

What are synonyms? (Words that have the same or almost the same meaning). Can you give some examples? (beautiful - lovely, pretty; big - large, huge; etc.).

ANTONYMS

What are antonyms? (Words that have the opposite meaning). Can you give some examples? (love - hate, short - tall, strong - weak, etc.).

PART OF SPEECH TO WHICH THE WORD BELONGS

What do you mean by part of speech? (n. - noun, v. - verb, adj. - adjective, adv. - adverb). How does this help you? (To use word correctly in a sentence).

NEW WORDS WHICH COME INTO OUR LANGUAGE

Where are these new words sometimes found? (In a section of new words towards the front of the dictionary).

ABBREVIATIONS OR SHORTENED FORMS OF WORDS

Where are the abbreviations sometimes found? (Often a list of common abbreviations is found in the back of the dictionary. (co. for company)

MEANINGS OF FOREIGN WORDS OR PHRASES COMMONLY USED IN OUR LANGUAGE

Have you ever wondered what E PLURIBUS UNUM, the motto of the United States, means? The dictionary tells you that it means "one out of many".

DERIVATIONS

Did you know that many words which we used every day are taken from another language? The dictionary tells which language a particular word came from, French, Latin, Greek, etc. Can you think of any words that you use which come from another language? (Fiesta - Spanish, Garage - French, Agriculture - Latin).

Worksheet

A CHECK LIST ON THE USE OF THE DICTIONARY

Instructions: Answer each question as carefully as possible. Use the back of the paper to complete answers if more room is needed.

1. Why is it necessary to know the alphabet in order to use the dictionary well?

2. What is meant by a thumb index?

3. What are guide words?

4. What books other than the dictionary use guide words?

5. What is meant by dividing a word into syllables?

6. Why are accent marks used?

7. What is at the bottom of dictionary pages which helps you pronounce words?

8. What is a synonym? Give the synonyms for beautiful, big, rich.

True or False

A dictionary may be used:

_____1. To find the meanings of words.

_____2. To find the pronunciation of words.

_____3. To find the spelling of a word.

_____4. To write reports on many subjects.

_____5. To find mythological names.

_____6. To find the names of important people.

_____7. To find complete biographies of many people.

_____8. To find geographic information.

_____9. To find abbreviations.

_____10. To find antonyms.

_____11. To learn from what language a word came.

ENCYCLOPEDIAS - Grade 3

Objectives

I. To introduce children to the wealth of information found in an encyclopedia and develop the concept of how material is arranged in an encyclopedia.

Activities

1. Using a dictionary found in a third grade classroom and a volume of an encyclopedia, have students discuss the similarities found in these two reference books. (Arrangement, guide words, illustrations).

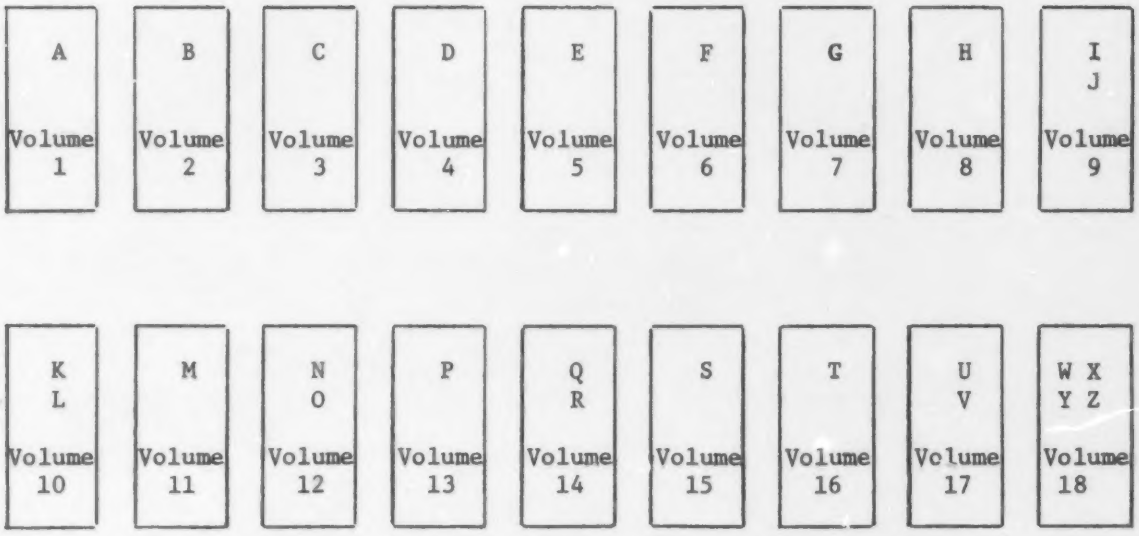
2. Give children lists of words and have them tell the volume where they would find information: e.g. an article about cats (v.3) an article about pigeons (v.9).

3. Using any encyclopedia set give children pictures of sample pets and have them find an article to go with the pictures.

4. Using a copy of the dictionary found in a third grade classroom have children compare the amount of information about cats, dogs and pigeons found in the dictionary and the encyclopedia.

Worksheet

ENCYCLOPEDIA LESSON - Grade 3



Fill in on a separate sheet the right volume numbers:

Nevada_____ Panama Canal_____

Clara Barton_____ Circus_____

Flamingo_____ May Day_____

Fire Department_____ Block & Tackle_____

Cathedral_____ Paul Bunyan_____

ENCYCLOPEDIAS - Grade 4

Objectives

I. To acquire the ability to use encyclopedias in locating information.

Activities

1. Review with students the arrangement of encyclopedias (third grade activities).

2. Introduce students to the basic sets of encyclopedias available in the school library or classroom. Compare and contrast these sets as to arrangement and format.

* 3. Give each student a copy of The Look It Up Book, Book I, 1971. Have them complete the activities individually or in small groups.

II. To further independent use of the encyclopedia as a research tool.

1. Activities

Divide the class into groups, each group looks up the same state in a variety of general encyclopedias. Compare and contrast information found (population, square miles, illustrations, maps).

2. Using one of the state articles point out the differences between major headings and sub headings.

3. Give each student a question to look up in an encyclopedia. Find the answer and tell how the information was found: i.e. using cross references, using the index, using alphabetical arrangement.

4. Introduce students to specialized encyclopedias available in your school library.

* Book available from World Book Representative.

Worksheet

ENCYCLOPEDIA LESSON - Grade 4

Examine Two encyclopedias:

Which two have you chosen A _____

B _____

Choose any State (e.g. Florida) and answer the following questions:

ENCYCLOPEDIA A: _____

NAME _____

TITLE OF ARTICLE _____

VOLUME _____ PAGES _____

YEAR OF PUB. _____

ENCYCLOPEDIA B: _____

NAME _____

TITLE OF ARTICLE _____

VOLUME _____ PAGES _____

YEAR OF PUB. _____

ENCYCLOPEDIA A:

1. Square miles: _____
2. Population: _____
3. When became a state: _____
4. State motto: _____

ENCYCLOPEDIA B:

1. Square miles: _____
2. Population: _____
3. When became a state: _____
4. State motto: _____

Do both encyclopedias have maps of the state? _____

Which encyclopedia did you like better? _____

Worksheet

ENCYCLOPEDIA LESSON - Grade 5

Using one volume of the World Book - find one article and give me the following information:

Pages _____

General article title _____

_____

Specific article title _____

_____

Sub-heading _____

Is there a "see" article referred to: _____ If so, what? _____

_____

_____

Give two related articles _____

_____

_____

_____

Name two titles of recommended books _____

_____

Worksheet

ENCYCLOPEDIA LESSON - Grade 5

Assignment: Find in Compton's or World Book the answer to each of the following questions. Tell how you located the information.

1. In what state is West Point located?

2. Where did the Iroquois Indian tribe live?

3. Who is Clara Barton?

4. Which is the largest of the Great Lakes?

5. What was Paul Revere's occupation?

6. Who organized the Green Mountain boys?

ENCYCLOPEDIAS - Grade 5 and 6

Objectives

I. To develop greater proficiency in the use of the encyclopedia.

II. To develop the skill of using the index to all encyclopedias as a means to a more efficient use of them.

III. To develop further the concept of reading an index not only for locating specific information but also for the gaining of new ideas and of seeing all the varied aspects concerning the subject at hand.

Activities

A. Review with students material from 4th grade lessons.

B. Introduce students to the visual aids included in encyclopedias (charts, graphs, diagrams, pictures, etc.).

C. Using one of the state articles point out to students the visual aids included under this article.

D. Using a country you would like to know more about, answer the following questions.

1. Does the article include a colored picture of the country's flag?
   Yes _____ No _____

2. What is the capitol of the country? _____

3. Is a climate or weather chart included?
   Yes _____ No _____

4. Does the article include a product map?
   Yes _____ No _____

5. Write two facts you found by reading below a picture:

   a) _____

   _____

   c) _____

   _____

Which encyclopedia did you use?

Activities (cont'd)

E. For index reading, use an opaque projector and project any good index page from an encyclopedia that illustrates how information about a topic may be located in more than one volume of the set. Overhead transparencies can also be made of such a page.

F. Follow up this classroom presentation with individual questions regarding main headings and subheadings. This activity should be individualized and students encouraged to come in on their own to search out the answers. Example: any topic

1. How many subheadings did you find under this main heading?

2. How many volumes of the encyclopedia set did these subheadings refer to?

3. How many new ideas about this topic did you get by using the index?

Worksheet

ENCYCLOPEDIA QUIZ

1. List the names of all the sets of encyclopedias your school library has.

2. What is the purpose of the "Suggestions for Further Reading" in an encyclopedia?

3. What is the purpose of "See" and "See Also" references in an encyclopedia?

ENCYCLOPEDIAS - Grade 7

Objectives

1. To introduce students to the encyclopedias available in an intermediate school and compare and contrast these sets with the three encyclopedias students have used.

2. To enable the students to become proficient in reading an index as a means to gaining the fullest possible use from an encyclopedia.

Activities

1. Introduce sets in intermediate school libraries.

2. Give students slips of paper with questions to answer. (Questions should be used that require the use of an index).

3. Give students questions regarding the use of the index.

4. Develop activities or questions that deal only with the reading of the index with an emphasis on the new ideas gained by using the index.

SPECIAL REFERENCE BOOKS

In every library/media center there is an important group of books known as the reference collection. These books ordinarily contain condensed information relating to general or specific topics or words, as well as maps and statistics. Sometimes the information is in a single volume; sometimes it may comprise an entire set of books. Dictionaries, encyclopedias, handbooks, almanacs, yearbooks, atlases and gazeteers, books of quotations, geographical dictionaries, bibliographies, nature fieldbooks and geographical dictionaries are generally found in the reference collection.

Why Use a Reference Book?

Reference books serve as timesavers and short cuts in finding information and are one of the most efficient means of locating desired material in a minimum of time. There is no other source where so much information is as well organized and as carefully indexed.

The two methods of filing should be illustrated, not in an attempt to teach filing per se but to show an additional method of search in location of information. After the student is sure his spelling of his topic is correct, if he has not located it, he should also look a little before and after the place where he feels the material should be. Reference books and card catalogs use either word-by-word or letter-by-letter filing. Unfortunately not all reference books stipulate which method is used.

Word-by-word:	Letter-by-letter:
New Brunswick	New Brunswick
New Hampshire	Newfoundland
New York	New Hampshire
Newfoundland	Newton
Newton	New York

KINDS OF SPECIAL REFERENCE BOOKS AND SOME REPRESENTATIVE TITLES

I. ALMANACS:

Are usually published every year containing a great variety of fact regarding politics, sports, government, geographical information, news events, etc.

California Almanac
Information Please Almanac
World Almanac and Book of Facts

II. HANDBOOKS:

Are reference books containing collections of information regarding a certain topic.

Bartlett: Familiar Quotations
Comstock, Ann: Handbook of Nature Study
The South American Handbook (latest ed. preferable)
The Statesman's Yearbook

III. ATLASES:

An atlas is a book of maps. An atlas will have an Index of important places telling which map shows the place and just where it may be found on the map.

The First Book Atlas
Golden Picture Atlas of the World
Goode's World Atlas
Shepherd's Historical Atlas
World Book Atlas
Hammond's Universal World Atlas
Rand McNally International World Atlas

IV. GAZETEERS:

A gazeteer is a geographical dictionary with the names of countries, cities, towns, lakes, mountains, etc. listed alphabetically. They tell location, size, pronunciation, etc. Sometimes short gazeteers are found in the back of dictionaries.

Columbia-Lippincott Gazeteer of the World
Webster's Geographical Dictionary

V. BIOGRAPHICAL REFERENCE BOOKS:

Contain information about the lives of well known people.

A. General.

1. Webster's Biographical Dictionary.
2. Current Biography - Includes biographies of living people. Has supplements.
3. Who's Who - Applies mainly to British people.
4. Who's Who in America - Includes biographical sketches of living Americans.
5. Who's Who in Germany (France, U.S.S.R.) - Includes biographical sketches of living people in the respective countries.
6. Who Was Who - Includes biographical sketches of people not living.
7. Dictionary of American Biography 12 v. (expensive but excellent) - Includes noteworthy persons, no longer living, who lived in the United States.
8. Who's Who of American Women.

B. Authors.

1. Junior Book of Authors - Includes biographical sketches of authors of books for young people. Also More Junior Authors and The Third Book of Junior Authors.
2. Twentieth Century Authors - Includes biographical sketches of authors of this century. Be sure to check supplements.
3. Contemporary Authors - Includes biographical sketches of contemporary authors.
4. American Authors -- 1600-1900 - Includes biographical sketches of American authors during periods indicated.
5. British Authors of the Nineteenth Century - Includes biographical sketches of British authors during the period indicated.
6. Something About the Authors.
7. Illustrators of Children's Books
8. Who's Who of Children's Literature.

C. Other special areas.

1. Who's Who in Music.
2. Who's Who in Science and Commerce.

VI. SPECIAL DICTIONARIES:

There are special dictionaries in many fields. Each is worthy of instruction if the library collection has them.

Webster's Dictionary of Synonyms
Roget's Thesaurus lists the synonyms and antonyms of many words
Dictionary of Abbreviations
Science dictionaries such as Compton's Illustrated Science Dictionary should also be introduced

VII. FIELDBOOKS:

Are usually companions to many nature subjects and describe thoroughly the many species and aspects of nature.

Hausman: Beginner's Guide to Freshwater Life and Beginner's Guide to Seashore Life
Mathews: Field Book of American Trees and Shrubs and Field Book of American Wild Flowers

California Natural History Guides:

Balls: Early Uses of California Plants
Berry: Mammals of the San Francisco Bay Region
Bowen: Rocks and Minerals of the San Francisco Bay Region
Gilliam: Weather of the San Francisco Bay Region
Hedgpeth: Seashore Life of the San Francisco Bay Region and Coast of Northern California
Howard: Evolution of the Landscape of the San Francisco Bay Region
Metcalf: Trees of the San Francisco Bay Region
Orr: Mushrooms and Other Common Fungi of the San Francisco Bay Region
Smith: The Natural History of the San Francisco Bay Region
Stebbins: Reptiles and Amphibians of the San Francisco Bay Region

VIII. SCIENTIFIC REFERENCE BOOKS:

Book of Popular Science
Compton's Dictionary of the Natural Sciences, 1966 (4 vol.)
Encyclopedia of Life Sciences, 1965 (8 vol.)
Handbook of Chemistry and Physics, 1969
Harper's Encyclopedia of Science, 1963 (4 vol.)
The Illustrated Encyclopedia of the Animal Kingdom, 1968 (20 vol.)
Larousse Encyclopedia of Animal Life, 1967
Life Nature Library
Life Science Library
The Ocean World of Jacques Cousteau, 1972 (20 vol.)
Van Nostrands' Scientific Encyclopedia, 3rd Edition, 1958
The World of Mathematics (4 vol.) 1956

IX. ART REFERENCE BOOKS:

Art and Mankind Series:

Larousse Encyclopedia of Byzantine & Medieval Art
Larousse Encyclopedia of Modern Art
Larousse Encyclopedia of Prehistoric and Ancient Art
Larousse Encyclopedia of Renaissance & Baroque Art

Britannica Encyclopedia of American Art, 1973
McGraw Hill Dictionary of Art, 1969 (5 vol.)
New International Illustrated Encyclopedia of Art, 1967 (24 vol.)
Praeger Encyclopedia of Art, 1971 (5 vol.)
Time-Life Library of Art

X. MUSIC:

Hughes: Music Lover's Encyclopedia, 1957.
Scholes: The Concise Oxford Dictionary of Music, 2nd ed., 1964.
The World of Music, An Illustrated Encyclopedia, 1963, Abeadale Press New York.

Worksheet

SPECIAL REFERENCE BOOKS

A Library Lesson - 4, 5, 6

Locate answers to the following questions in Biographical reference books. Give the name of your souuce book and the pages.

1. Find an article on Nordhoff and Hall. List their books.
2. Locate information on Louisa May Alcott.
3. Where can you find information on the author of Wrinkle in time: Madeline L'Engle?
4. Which volume has the longest article on Charles Dickens?
5. Find an article on Marguerite Henry.

Using almanacs, handbooks, gazeteers, answer the following:

1. Find recent information on baseball scores and players.
2. Choose a place where you would like to vacation, and locate information about it.
3. Find material on your county in California.
4. Find information on the Pan American Highway in Mexico.
5. Many of the movies of famous stars are shown on TV. Where can you find out if your favorite star of an older movie is still living?

SPECIAL REFERENCE BOOKS - Grades 7 - 8

An introduction to the basic reference books in the library's collection can be made by means of transparencies or filmstrips as well as displaying the actual volumes. Special emphasis should be given to the unusual arrangements of some books and to the understanding of "how to read" an index.

Following such an introduction a follow up lesson is important to enable the students to actually use this material. The following sample quizes can be given to individual students or small groups to work on individually or as a class (or 1/2 class) lesson with the appropriate books pulled and placed on various tables, each table having its own set of books and corresponding quiz sheets.

Help should be freely given to enable the students to understand graphs, indexes and special section of books, etc.

At the 7th and 8th grade level, student should be expected to be able to locate the reference books needed on the reference shelves by the Dewey number on the spine.

In making up individual reference questions, color coding and underlining the key word may be a good aid in guiding students in their search.

Worksheet

REFERENCE BOOK QUIZ

I. WORLD ALMANAC '71

1. When was Oakland, California first settled?

2. Who played in the Rose Bowl in 1970? Who won?

II. HAMMOND'S NATURE ATLAS OF AMERICA

1. The Redwood tree is the tallest living tree in America. Where does it grow and how tall is it?

2. What is a cougar sometimes called? To what length do cougars grow?

III. AMERICAN BOOK OF DAYS

1. What famous person has a birthday on June 27th?

2. On what day of the year does the U.S. Marine Corps celebrate the anniversary of its organization?

IV. COMPTON'S ENCYCLOPEDIA (T) Vol. 22

1. What is Tucana?

2. Where in Compton's can you find information on it?

V. COMPTON'S ILLUSTRATED SCIENCE DICTIONARY

1. Quicksilver is another term for _____.

2. What is the deepest part of the continental shelf?

VI. ROGET INTERNATIONAL THESAURUS

1. Give three synonym's of bright meaning colorful.

2. Give three synonyms of bright meaning smart.

VII. RAND McNALLY PICTORIAL WORLD ATLAS

1. In what latitude and longitude is Hawaii?

2. What is the longest river in the world?

Worksheet

REFERENCE BOOK QUIZ

I. THE COSTUME BOOK

1. Tyrol is a province of what country and is situated in what mountain range?

2. Of what materials are the cap and the heavy coat made which are worn by the Royal Canadian Police Guard stationed in Ottawa, Canada?

II. MODERN SCIENCE DICTIONARY

1. What does concentric mean?

2. What is a blood clot?

III. COMPTON'S ENCYCLOPEDIA (C), Vol. 4

1. What was the lowest recorded temperature in the state of California?

2. What country of the world has the largest number of cattle?

Where does the U.S. rank as a cattle country?

IV. WORLD ALMANAC 1973

1. What are the colors of the Austrian flag?

2. What was the population growth of Walnut Creek between 1960 and 1970? What is the zip code for that city?

V. THE NEW ROGET'S THESAURUS

1. What are 3 other expressions which can be used in place of the slang expression "fall guy"?

2. Under what 2 headings can you find antonyms for "[illegible]nor"?

VI. HARVARD DICTIONARY OF MUSIC

1. The Flugelhorn is usually built in the Key of _____.

2. What is a Bolero? Who invented the Bolero?

BIBLIOGRAPHY FOR RESEARCH AND REFERENCE

BOOKS:

Beck, Margaret V., et al. *A Guidebook for Introducing Library Skills.* Denison, 1967. (5 volumes)

Bongiorno, Mary. *How Can I Find Out?* Childrens Press, 1963.

California Association of School Librarians. *Library Skills, A Handbook for Teachers and Librarians.* Fearon, 1958.

McEvoy, Paul. *Learning How to Use the Dictionary.* Macmillan, 1963.

Mott, Carolyn. *Children's Library Lesson Book.* Scribner, 1968.

Peterson, Violet E. *Library Instruction Guide.* 4th ed., Shoe String Press, 1974.

Whitney, David D. *The First Book of Facts and How to Find Them.* Watts, 1966.

PROGRAMMED TEXT:

David Discovers the Dictionary. Coronet, 1963.

CHARTS:

Dictionary Skills. Ideal, 1967.

Library Skills. Ideal, 1967.

SILENT FILMSTRIPS:

Finding Facts Fast.

Looking Up Facts and Information. Troll Associates, 1970.

Pinpointing What You Want. Filmstrip House, 1962.

Using Books Efficiently. Pacific Productions, 1960.
Locating Facts in Books.
Using Study Helps in Books.

Using Reference Materials. Troll Associates, 1970.

Your Dictionary and How to Use It. SVE, 1953.

16mm FILMS:

Effective Writing: Research Skills. Coronet, 1972.

Finding Information. Waterman Productions, n.d.

TAPE RECORDINGS:

Library Skills. Tapes Unlimited, 1969.

Reference Books #1 & #2. Wollensak, 1968.

TASK CARDS:

Information Fast. Educational Insights, 1973.

TESTS:

National Test of Library Skills. Josten's, 1967.

TRANSPARENCIES:

Basic Library Skills. Milliken, 1971.

Library Instruction. 2nd ed. Hoosier, 1966/69.

Library Reference. Milliken, 1971.

Library Reference Skills. Encyclopaedia Britannica, 1969.

Using the Library Instructional Materials Center Effectively. Creative Visuals, 1970.

"Using the Dictionary (Standard)"
"Using the Dictionary (Biographical)"
"Using the Dictionary (Geographical)"
"Using an Index to the Atlas"

PERIODICALS

Two considerations should be kept in mind when ordering magazines for school libraries: their browsing value and their value as a reference source. From grade 6 up, magazines as a reference source become rather important in many schools. At this point, and especially in 7th and 8th grades, the use of the Abridged Readers' Guide to Periodical Literature should become a permanent and consistent part of the library skills training program.

The degree to which this is done depends on the availability of back issues of magazines, for there is little educational benefit in studying the use of the index without being able to put that learning to practical use. A book-card size checkout slip should be developed for checking out magazines. Should the magazine needed be unavailable at their school library, students should be encouraged to take their magazine slip to the public library.

Lesson plans for student use should provide the concept of periodicals as a valuable source of reference material and should illustrate the methods of locating specific information. Definitions of new terms, the list of magazines indexed, the key to abbreviations, the author and subject index and cross references should be covered in one or more lessons depending on the grade level and needs of the students. The H.W. Wilson Company's pamphlet: How to use the Readers' Guide to Periodical Literature is still available, free of charge, in class-size bulks. This is an excellent tool for initial introduction to the Reader's Guide. Slide shows with sound on tape should be used as a followup in the classroom as well as other types of media productions made by the school librarian or bought commerically. The "home made" media production has an advantage in that it can be geared to specific school needs. These media productions should be a permanent item on the library media center shelves to be used individually.

Throughout the school year, follow-ups in the use of the Readers' Guide are to be encouraged on an individual basis where the librarian has the opportunity to work in a one-to-one relationship with the student. Faculty understanding of this kind of individualization is essential. Faculty understanding of the time it takes to search is no less essential. The search and the technique, after all, are our message.

Worksheet

ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE

Sample Exercise:
(or suggestions for exercises)

1. What does abridged mean?
2. Why is a magazine called a periodical?
3. Using the Readers' Guide, how can you tell an article is about something?
4. What does it mean?
5. How many of the magazines indexed does your library have?
6. How many magazines that are indexed do you have at home?
7. Find an article about your favorite sports person in last month's index. What title did you chose?
8. How many articles about California can you find in last year's hardbound index?
9. When it says "see also" what do you do?
10. What does "Pop Sci 206:135 F '75" mean.

BIBLIOGRAPHY FOR PERIODICALS

MULTIMEDIA KITS:

Your Library Resources and How to Use the Reader's Guide.
H.W. Wilson, 1973.

16mm FILMS:

How to Use the Reader's Guide to Periodical Literature (One Detective, a Spy, a Thief, Four Clues and You).
Nassau County Library, 1966.

NON-PRINT MATERIALS

School library collections are increasingly including materials in various film and recorded formats thus justifying the change in the name "library" to that of "media center". Students and teachers must become aware of the existance, possibilities, and appropriate use of these materials.

Correct use of terms and correct use of the media can only develop over a sufficiently long period of time to allow for assimilation of the unique features of each type of media and the similarities and differences which dictate their use.

Any definition printed may shortly become out-dated as new developments in educational technology continue, but at the present time school library/media centers will include in their collections any or all of the following:

Recordings: Recordings may be on the traditional disc, or in a tape format. The most common tape in commercial materials is the cassette tape. It is comparitively inexpensive, small, easy to store and to use. Many materials are also available on reel-to-reel tape. This tape is bulkier, more expensive, but provides greater fidelity of sound reproduction. Eight track tape is not commonly used in educational materials at the present time. Since technology has made it so very easy to reproduce tapes, the librarian and teacher should be aware of their responsibility to honor and to teach copyright regulations.

Captioned filmstrips: A continuous 35mm film with still pictures on each frame intended to be looked at in order. Captions may appear on each or some of the frames. The film illustrates the captioned text. The film may or may not be accompanied by a teacher's guide and may or may not include additional activity suggestions.

Non-captioned filmstrips: These films are the same as the captioned except that there are no captions and a printed script accompanies the film. This is to be read by the teacher or student using the film. These scripts may also be available in foreign languages. They are especially useful for students with auditory deficiencies, learning disabilities, or bi-lingual backgrounds.

Sound filmstrips: The film is the same as in the captioned filmstrips but it is accompanied by a sound track recorded on a disc or tape. The sound track is synchronized to the film. An audible "beep" or signal indicates when to advance the film in the "manual" format. Many machines, both projectors and viewers, are available which automatically advance the film by an inaudible signal. The film illustrates the narration. Teacher's guides accompany most sound filmstrips. There may be additional materials, such as ditto masters for student work-sheets, maps, charts, etc. Some sound filmstrips have a bi-lingual sound track.

Slide sets (both captioned and sound): 35mm slides which function in much the same way as a filmstrip does, but allows for flexibility of regrouping. May be accompanied by a sound track — tape or disc — or may be captioned. (Sometimes called transparencies).

8mm Loops: A silent 8mm film that runs for about two to four and a half minutes, presenting one concept only. Various means of including sound are being developed. At present a machine to synchronize the loop with a cassette tape player is available. Educators, however, should not overlook the great value of the silent loop if it is properly designed for a specific purpose, as problem solving, nature study, motivation, etc. Students and teachers should be aware that there are two formats: the 8mm and "super" 8mm filmloop which may not be able to be projected on the same projector. There is also a variety of projector loading formats which are not interchangeable and need to be assessed for educational function.

16mm film: The traditional "movie". Few school districts can afford an extensive collection because of the high cost of 16mm films. Most collections will be in very large districts, or a county-wide library. 16mm films are available in narrated, non-narrated, and captioned formats. They are now appearing in short forms as part of multi-media kits designed for building-level acquisition. 16mm film matter is also becoming available in video-tape (reel-to-reel or cassette) format, and will be seen in the video-disc format in the early 1980's. Since video-cassettes are available with pre-recorded dual sound tracks.

Study prints: Opaque prints ranging in size from approximately 8" x 10" to chart size. Informational material is included, frequently on the reverse side of the study print, often on the face of the print. Used for bulletin board displays and student or teacher presentations.

Art prints: Reproductions of art works in various sizes. May be purchased individually or, in many cases, in sets. Some basic information is usually included: the artist's name, dates, title and date painted, museum housing the original. Art prints should be most rigorously examined for fidelity of color reproduction.

Overhead transparencies: Transparent graphs, charts, maps, etc. to be projected on the overhead projector. May have movable parts, areas to be written on with special pens by instructor or student demonstrating. Flexible teaching/learning device for small group or classroom presentation.

Microfiche: By high school level if not sooner, students will have access to print material in microform. An awareness of its existance should occur earlier if you have the use of micro readers available. The local libraries have magazine collections on microfiche at the present time.

Multi-media Kits: Many manufacturers/publishers are preparing materials with three or more types of media. These are generally known as "kits" and are designed as variable and multiple in use for teachers or small groups of students. Usually accompanied by guides and activity suggestions.

Audio-tutorial kits: Multi media kits specifically designed for one-to-one student use. Programs sequential activities leading to specific learning objectives.

Games and simulations: Increasingly library/media centers are providing games of logic such as chess, checkers, etc. and the wide variety of games designed to teach concepts through simulation.

Realia: Real objects such as costumes, masks, models, coins, and other reproductions of artifacts which are used to enhance an educational experience.

The educational potential of these so-called non-print materials is limited only by the imagination and creativity of the teacher, librarian, student, and the industry producing them. To ignore their potential, their appeal to students, and their flexibility would be professionally irresponsible. It is also the responsibility of the librarian to preview, evaluate, select, and provide opportunities for utilization of these materials and to involve other members of the teaching staff and the students in these processes. On the basis of these experiences the librarian should feel obligated to communicate to the manufacturers and producers of multi-media materials the needs of the curriculum, the interests of the students, and the strengths and weaknesses of various characterists of the materials in order that the educational and recreational potential of these media may be maximized.

Hardware: It is not within the scope of this handbook to recommend the amount or type of machines needed to make effective use of the new media. There are guidelines published by both national and state associations including such recommendations. Obviously, recording, playback, viewing, and projecting equipment are necessary for use of the various media. A long-range plan for acquisition of the needed hardware should be designed based on the number of students and teaching stations to be served. This plan would be annually updated in the view of changes in the needs of the individual school and changes in the products available. Competent sales representatives and the use of consumer guides are good sources of information for the librarian responsible for such plans.

Production: Another significant change in the school library as it expands into a media center is the inclusion of the capacity for production of simple graphic, photographic, and audio-recorded materials. Both teachers and students will be increasingly involved in such activities and they are a natural extension of the archival and information-retrieval services of the traditional library. The use of a press to laminate, and dry-mount materials, of a darkroom to process black and white film and prints, and of simple recording on cassette tapes are the first steps in the development of a library/media center's production capacity. Again, it is beyond the scope of this handbook to elaborate further upon this aspect of the contemporary school library, but several references in the following bibliography will assist the librarian in outlining a program to develop an appropriate facility.

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Eboch, Sidney C. *Operating Audio-Visual Equipment*. Chandler Publishing Co., Scranton, Pennsylvania, 1968.

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Morlan, John E. *Preparation of Inexpensive Teaching Materials*. Chandler Publishing Co., Scranton, Pennsylvania, 1963.

SOUND FILMSTRIPS:

Media: Resource for Discovery. Encyclopaedia Britannica, 1974.

IDEAS FOR ENRICHMENT ACTIVITIES

Grades: 1 & 2

I. Story Telling - Reading.

- A. Flannel board.
- B. Media presentation.
- C. Dramatic presentations.
- D. Puppets.

II. Art Activities.

- A. Illustrate stories or poems.

III. Poetry.

- A. Mother Goose.
- B. Short child oriented poems.

IV. Folk Tales.

- A. Definition.
- B. Fairy tales, tall tales (compare versions).

IDEAS FOR ENRICHMENT ACTIVITIES

Grades: 3 & 4

I. Story Telling - Reading.

- A. Book Talks.
- B. Media Presentation.
- C. Dramatics.
  1. Charades.
  2. Readers Theater.
  3. Radio Plays.
  4. Video Taping.
- D. Games ex: Seek-a-Word.

II. Art Activities.

- A. Mobiles.
- B. Dioramas.
- C. Book Jackets.
- D. Simple Puppets.
- E. Clay/Paper Mache Characters.

III. Poetry.

- A. Humorous, Limericks, Tongue Twisters, etc.
- B. Descriptive/Story Type.
- C. Choral Reading.

IV. Illustrations.

- A. Illustrators.
  1. Films.
  2. Tapes.
  3. Posters.
  4. Research about Illustrator's Life.
- B. Caldecott Winners (see end of this section).
  1. Film/Filmstrips.
  2. Posters.

IDEAS FOR ENRICHMENT ACTIVITIES

Grades: 5 & 6

I. Newbery Award Books

A. Background of the award. (see end of this section).
B. Use of media to present stories.
C. Compare and contrast winning books-changes over the years-similarity of themes.
D. Dramatic Presentations.

1. Charades.
2. Radio plays.
3. Video taping.
4. Puppets.
5. Character or plot dramatization.

II. Classics

A. What makes a classic.
B. Media presentations (e.g. Jabberwocky material).
C. Art Projects.

1. Prepare bulletin boards for classroom or library.
2. Story book dolls.
3. Puppet shows for younger students.

III. Biographies

A. Biography - historical biography - life of individual.
B. Projects.

1. Act out sections of person's life.
2. Draw a series of pictures depicting the person's life.
3. Make slide/tape presentation of person's life.
4. "This is Your Life" - presentation
5. Prepare a time line when the person lived.
6. Models-mobiles-3D faces of person.

IV. Mythology

A. Discussion of what a myth is.
B. Countries involved.
C. Read aloud or use media to acquaint children with mythology.
D. Projects.

1. Dramatic presentations.
2. Write your own myth.
3. Do a family tree of the Gods.
4. Mosaics.
5. Make posters using mythological terms.

Grades: 5 & 6

V. Other areas to explore with students.

A. Student story telling.

1. Read original or published story to lower grades.
2. Tape easy stories to accompany books for younger students.

B. Student book selection committee.

1. Evaluate new books for possible purchase.
2. Evaluate old books on the shelves to help weed out unwanted titles.

C. Creative book reporting.

1. Discussions:
   a) Informal discussions -
      (1) May include why the book was liked or not liked, plots or themes, favorite authors, styles of writing, illustrators and their styles, or similar characters and books.
   b) Panels
   c) Forums
   d) Debates
2. Dramatizations:
   a) Acting out a story
   b) Charades
   c) Puppet or marionette shows
   d) Movie scripts
   e) Radio programs
   f) Sales talks and commericals
   g) Conversations that might take place between characters in two different books
3. Writing activities:
   a) Notebook of literary heritage
   b) Continuation of a story
   c) Imaginary diary of a leading character in a story
   d) Imaginary letter by one character to another
   e) Description of an interesting character
   f) Letter to a friend recommending a book
   g) An original story
   h) Biographical account of a favorite author
   i) Letter to a favorite author
   j) Bibliographies on selected topics
   k) Likenesses and differences in two or more books by the same author
   l) Likenesses of plots and themes of different authors
   m) Likenesses and differences in two books of non-fiction on the same subject

4. Miscellaneous:

a) Card files
b) Book charts to encourage variety in reading
c) Use of tape recorders
d) Book clubs and story clubs
e) Time lines
f) Selection of a musical recording as an accompaniment to a story
g) Choral reading, verse choir of prose or poetry
h) Reading and storytelling to own class or younger children
i) Book talks
j) Retelling of the most exciting, funniest or saddest event in the story
k) Comment on use of illustrations to supplement the text in a book on non-fiction

John Newbery (1713-1767)

The first bookseller and publisher to make a specialty of children's books was John Newbery. Over his shop in St. Paul's Churchyard, London, was the sign Juvenile Library. An advertisement in the London Chronicle for December 1765 states: "On the first of January, being New Year's day, Mr. Newbery intends to publish the following important volumes, bound and gilt, and hereby invites all his little friends who are good to call for them at the Bible and Sun in St. Paul's Churchyard, but those who are naughty to have none".

Thousands of Mr. Newbery's "little friends" owned his books. Today many American children know his name because of the Newbery Medal, awarded each year to the book selected by a committee of children's librarians as the best book for children published during the year.

John Newbery was born on July 19, 1713, in the village of Waltham St. Lawrence, Berkshire. His father was a farmer and would have liked his son to carry on the farm, but John preferred books. An ancestor, Ralph Newbery, had been a publisher; and when John went to work it was in the newspaper and printing business. After the master's death, John married his widow. She had three children and three more were born to her and Newbery.

In 1744 Newbery opened his own shop in London, at the sign of the Bible and Crown. Before long he moved to St. Paul's Churchyard, at the sign of the Bible and Sun. Here he published many books for children and adults, writing some of the Children's books himself. Among his authors were Oliver Goldsmith and Dr. Samuel Johnson. Mr. Goldsmith tells us that Newbery "called himself the friend of children but was the friend of all mankind." Dr. Johnson portrays him amusingly as Jack the Whirler "ever on business of the utmost importance."

The first book published by Newbery, in 1744, was A Little Pretty Pocket Book intended for the instruction and amusement of Little Master Tommy and Pretty Miss Polly. With Two Letters from Jack the Giant Killer; as also A Ball and A Pincushion, the use of which will infallibly make Tommy a good Boy and Polly a good Girl. The pincushion was made with one red side and one black, into which "Polly" was supposed to stick pins for good and bad actions.

Other Newbery books were published between 1760 and 1765. Mother Goose's Melody or Sonnets for the Cradle contained on each page a moral remark. On the page with "Great A, little a, Bouncing B. The Cat's in the Cupboard, And she can't see," the moral is Yes, she can see that you are naughty and don't mind your book. One of the most entertaining books was about Giles Gingerbread, who learned to read by eating letters of the alphabet made in gingerbread.

An interesting Newbery book was An Important Pocket Book or the Valentine's Ledger. This was a small volume bound in brown leather in which a child was supposed to record "good" and "bad" behavior. We know that some children of the 18th century actually kept this "moral account", because one of the books, with entries made by a little girl, is still in existence.

John Newbery died on December 22, 1767, at the age of 54. The epitaph on his grave describes "the humble wisdom that...teaches moral lessons to the rising generation." His son, Francis, followed him in the business and published many books for children.

The Caldecott Medal, awarded anually in the United States for the most distinguished picture book for children, was named after Randolph Caldecott.

Randolph Caldecott (1846-1886). Because he had great talent and loved horses, dogs, and everything that belonged to the English countryside, Caldecott drew pictures of them as few artists have done.

Randolph Caldecott was born in the old walled city of Chester, England on March 22, 1846. From the time he was a small boy, Caldecott was always drawing pictures of animals and modeling them. He wanted to study art, but his father disapproved. So when Randolph was 15, he went to work in a bank at Whitchurch, in Shropshire, and lived in an old farmhouse just outside town. He went fishing and shooting, to meets of the hounds, to market, and to cattle fairs. Always he carried a sketchbook.

Caldecott's drawing was free and alive. He studied the art of "leaving out" as a science. He did nothing hastily but thought long and seriously before putting pen to paper. He always said: "The fewer the lines, the less error committed!"

Although Caldecott never had children of his own, he had scores of children as friends. He drew pictures for them and never failed to answer their letters. "I thank you very much for your grand sheet of drawings," he wrote one aspiring young artist. "I hope you will go on trying and learning to draw. There are many beautiful things waiting to be drawn. Animals, flowers..and a few people.

It was for children that he did the work for which he will probably be longest remembered and best loved--his picture books. The Three Jovial Huntsmen, A Farmer Went Trotting Upon His Grey Mare, and John Gilpin were rhymes after his own heart. England in springtime seems to be on every page of The House That Jack Built, The Farmer's Boy, and the old May Day ballad, Come Lassies and Lads. The Queen of Hearts, A Frog He Would a'Wooing Go, and Sing a Song for Sixpence contain mouth-watering pictures of blackbird pies, jam tarts, pots of honey, and frosted cakes.

In 1886 he and his wife sailed for Florida, seeking benefit from the climate; for some time he had been in poor health. He promised the London Graphic a series of sketches on American life. The stormy sea voyage, however, had exhausted him. He died in St. Augustine, Florida, on February 12, 1886, and was buried in Evergreen Cemetery there. In the Chester Cathedral is a tablet in his memory. Many of his original sketches are in the Manchester Art Gallery and the British Museum. The Houghton Memorial Library of Harvard University has many of Caldecott's notebooks, first editions, personal letters, and original drawings.

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Stories from other Lands. Imperial Film Co.

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PERIODICALS:

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Horn Book.

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ILLUSTRATORS - GENERAL

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Educational Services Division of Franklin Watts.